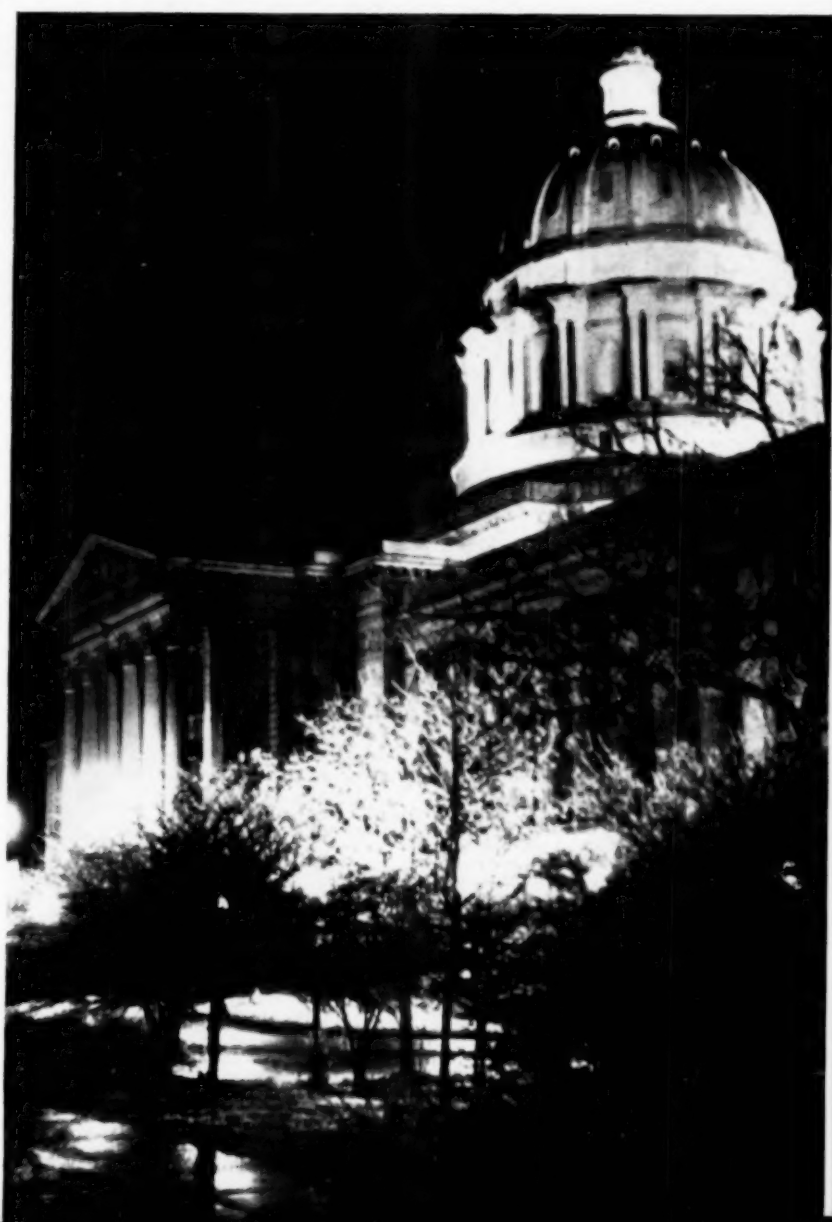


School and Community

VOL. XXI NO. 1

JANUARY 1935

MO. STATE TEACHERS ASSN.
Columbia, Mo.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association
Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XXI

JANUARY, 1935.

No. 1

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Some Facts and Figures

During the past few years, the national income has been sharply on the decline, the cost of government has continued to mount ominously. For example in 1913 the cost of government per family was \$121.00. In 1923 it was \$290.00; in 1932, \$450.00. When city, state and national legislatures are levying new taxes continually it is natural that the taxpayer should view with alarm any attempt to foist additional tax burden upon him.

Privately owned utilities pay taxes to schools, to the city, county, state and national government. When a city goes into business as it does when it undertakes to operate its own utilities, it does not pay taxes. This lost revenue must be made up by other taxpayers and thus the tax rate is boosted.

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The School and Community

VOL. XXI

No. 1



JANUARY,

1935

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Meet Our Contributors

Edward Alsworth Ross has been Professor of Sociology in the University of Wisconsin for more than twenty-five years. Through his lectures and publications, he is one of the best known sociologists of the country. He has written a score of books on sociological subjects several of which are popular as textbooks in colleges and universities. He is particularly well fitted for the subject discussed in the article which is an address given at the recent convention of the M. S. T. A. in Kansas City.

In 1917, he was sent to Russia by the American Institute for Social Service and spent six months there at that time travelling 20,000 miles and seeing everything he wanted to see except the western front. In 1918, he published a book on "Russia in Un-heaval" and in 1921, another on "The Russia Bolshevik Revolution" and in 1923, he published a book entitled "The Russia Soviet Republic." Just last summer he spent a month in Soviet Russia which included four days down the Volga stopping at important cities and a visit in Trans-Caucasia and other places in Russia. He says "the pretense that travellers cannot see the essential things in Russia is the last-ditch defense of the professional liars who have for years been plying the public with their fiction about Soviet Russia."

Mary Kay Stamper is Supervisor of Music at Salisbury, Missouri. Her contribution in this issue which is a study in music education grew out of a thesis which was a part of her work for her M. A. degree at the University of Michigan last year. For five years she has been in her present position coming to Salisbury from Fredericktown where she organized the public school music department. Miss Stamper is a graduate of Culver-Stockton College at Canton, Missouri, with a music major.

Miss Mary Easley is a graduate of the University of Missouri. She has taught for five or six years in the schools of Boone County, part of this time as principal of a small high school. From the point of view of frankness, honesty of purpose, pungent expressions and clarity of viewpoint, her valedictory is interesting. While we may not agree with *all* she says, we are at least happy to find someone who can say these things so well.

Wayne T. Snyder who contributes the article on increased costs of education and the sales tax is principal of an elementary school in Jefferson City. He has taught for the past nine years in Kirksville, Columbia and Jefferson City. He is carrying on graduate studies in education.



OUR calendar repeats itself every 400 years. In each of these 400-year periods, the 13th of the month comes on Friday more often than on any other day of the week.

ELECTRIFICATION in the United States has progressed to the point where the American people, representing 7 per cent of the world's population, use as much electrical energy as all the rest of the world combined. Which reminds us that **USEFUL SCIENCE** (Weed and Rexford) is the newest contribution in the field of general science for pupils of the Junior High School level. May we tell you all about this series?

ONE year ago the new Burnham and Jack histories for Grades 5 to 8 appeared (**THE BEGINNINGS OF OUR COUNTRY, THE GROWTH OF OUR COUNTRY, and AMERICA—OUR COUNTRY**). Our own Department of Vital Statistics has just reported that had we been able to use only one printing press for these books, it would have had to run twenty-four hours a day every day since publication to keep up with the demand.

ABOUT 16,000,000 different books have been published since the middle of the fifteenth century. Yet the world's largest library, in Paris, does not own one quarter of them.

LATEST Winston books for school libraries: **MY POETRY BOOK** (\$2.50), an anthology that has many unique features—a greater proportion of copyrighted poems than any other anthology, complete poems rather than mere selections, poetry that children love, a glossary of unusual words, and beautiful illustrations by Willy Pogány, best loved illustrator of children's books; **HO-MING, Girl of New China** (\$2.00), by Elizabeth Foreman Lewis, whose book **YOUNG FU** (\$2.50) won the Newbery Medal.

DESPITE the existence of man on both hemispheres for thousands of years, there was not a single basic food plant or domesticated animal—except the dog—that was common to the two hemispheres before 1492.

FREE to you. Have you seen the new Winston **WORD-A-DAY**? This ingenious device makes it fun to add a new word every day to your vocabulary. It's ideal, too, for pupils of high school age. A copy will be sent to you free if you mention this magazine.

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Mabel Dodge Holmes, who writes "Leisure Challenges the Schools," was born in Auburn, New York. Early life spent in Pittsburgh, Pennsylvania, where father, Rev. Richard S. Holmes, was a well-known Presbyterian Minister. Educated in private schools in Pittsburgh. Prepared for college at Emma Willard School, Troy, New York. A. B. degree from Vassar College.

Seven years of editorial experience after removing to Philadelphia. A. M. and Ph. D. from University of Pennsylvania in 1912 and 1921. Teacher of English in William Penn High School, Philadelphia, 1912-1931. Head of English Department in Kensington High School, Philadelphia, 1931 to date.

Miss O'Neill holds her B. S. and M. A. degrees from Teachers College, Columbia. Before going to Oregon she was for five years primary supervisor in the employ of the Connecticut State Board of Education. For the past two years she has been primary supervisor and instructor in primary education in the Oregon Normal School at Monmouth.

This article on Programs for Parents was written after she had addressed several audiences on the subject of creative work in programs. The examples mentioned are from their own training schools.

Olive Gray is a native Missourian who took her educational training in Maryville and Warrensburg Teacher Colleges and the University of Chicago, from which institutions she holds degrees of B. A. and M. A. She has done elementary and secondary teaching in Missouri, Iowa, and Indiana. Her broad experience includes the teaching of Education and Psychology in teachers colleges, and assistant superintendency and work as a specialist in education for the Alabama State Department of Education.

O. Myking Mehus is Professor of Sociology in the Northwest Missouri State Teachers College at Maryville. He has been a frequent contributor to the **SCHOOL AND COMMUNITY** and other educational magazines. He is intensely interested in various peace movements and is officially connected with some of the most prominent national organizations promoting peace.

Superintendent Buell B. Cramer who presents a survey of 500 graduates of the Smithville high school during the past fifteen years offers to us a study which is eminently worthwhile and exemplifies a type of record keeping from which education in general might profit. If this same diligence were applied in all schools, the charges that education does not fit people for life and that it does not reflect itself in good citizenship could be combatted with more concrete and telling evidence than is now available.



EDITORIALS

WHERE ARE WE GOING?

THERE IS ONLY one sensible answer to the above question and that is, we do not know. But we ask the question because when the big annual gong clangs out the passing of a year and announces the arrival of a new one, we like to reflect and to speculate, to take our bearings and to wonder, and we are beginning to suspect, at least, that there is a possibility of plotting our direction, if not of planning our destiny.

We do have some idea about where we have been. All of us know that we have been in a depression, and that we have not been through it, for about 1 out of 20 is on relief and double that number are without employment. But we have this knowledge in varying degrees; some acutely, by bitter experience; some vicariously, by a deep sympathetic feeling for those who have suffered hunger of body, humiliation of spirit and a loss of courage; and some only superficially, as by a picture which elicits passive attention but neither stirs our emotions nor activates our thoughts.

Will we go through the depression or will we continue simply to mill around in it? The answer to this question seems to depend on character more than legislation and on legislation only to the degree that such is a genuine expression of the character of large masses of our people.

What are some of the character traits that have drawn us into the

wilderness of woe? Let's put down only one—*greed*, and it is suggested by a review of the so-called prosperous era of the "twenties" when men, from bell-boy to manager, were playing the stock exchange in the expectation of getting something for nothing; when the banker forgot his function as a safety control and busied himself in grabbing commissions from the sale of worthless securities; when the common run of men forsook the time honored trait of giving an honest effort to their tasks and assumed the "get by" attitude; when the teacher took on the prevalent vogue of give little and get much; when such *greed* as is represented by the Teapot Dome Scandals scarcely stirred us, except for purely political purposes, nor caused a ripple of resentment, on the part of the people. The basic factor of character responsible for our present mess is greed.

So long as this desire to *get* dominates, there is little hope of getting through the depression. In the game of life motivated by greed there are such great differences of ability, of advantage, and of power, that the few who possess the advantage will ultimately have all. And this not at all because their natures are more base than ours, but simply because of their superior ability to do what they and all of us want to do.

Fortunately the inevitable disaster that fastens itself to such attitudes may be an effective teacher and from it we all may learn its cause.

If we have really learned where we have been, and if we have seen clearly the route by which we got there we have, at least, the basic information necessary for getting out. When we learn that greed devours its keeper we will get rid of it. And if our eyes see completely the pathway that is past, our sense will teach us the way out.

Let us hope that we have learned from the bitter fruits of greed a little more of the lesson of Liberty, Equality and Fraternity. If we have, we know where we are going.

LEGISLATIVE OUTLOOK

AS THE FIFTY-EIGHTH General Assembly convenes thousands of Missouri citizens have their eyes centered upon their representatives wondering what is going to be done to carry out the intention of the most popular school law that has ever been written upon our statutes. The M. S. T. A. is clear and united in the opinion that this law, known as the 1931 School Law, should be given a chance to do what its makers intended it should do, viz., move toward the reduction of the local tax load and the equalization of educational offerings for the children. Thus far it has been chiefly an empty promise, helping a few, but in its fractional financing, really making for confusion and great injustice.

Of course it will function properly only when fully financed. When this is done, we will have attained real progress toward equality and justice, and not until then.

In standing for the full financing of this law we are not asking for more money to maintain the schools of this state. We are asking for the only

two things that the law will certainly give, a redistribution of the costs and a more equitable distribution of the money with which more nearly equal advantage may be purchased. If we are spending, as we are now, about \$45,000,000 annually for schools, a full financing of the law will not mean that we will be spending a greater amount, per se. It will mean that local property will be relieved of a part of its now too great share of the costs, and that many districts now unable to employ a good teacher for a full term will be able to do so and that thousands of children now denied the basic fundamentals of equality of opportunity will be given them. In other words, the money we are now spending as taxpayers is coming from property which is unable to pay and the stronger sources are left with the lighter load; and localities willing to do their best are hopelessly unable to offer their children a fair start in life.

THE GOVERNOR'S MESSAGE

THOSE WHO HAVE been hoping that our Governor would show a full comprehension of the situation and recommend measures to meet the need are deeply disappointed in the content of his message to the General Assembly. His recommendation that the present sales tax be doubled is in the right direction, but this alone will go only one-third as far as adequate financing demands. What he recommends amounts to is a five million total increase when perhaps if all things be considered fifteen millions are needed. Alarmed at his own boldness in making this step forward, he immediately steps backward by recommending the removal of the state property tax

which now goes into the general revenue, thus removing two million of the five offered by his increase of the sales tax and leaving a net gain of only three million for the general revenue, and only one million for the school fund, which is one-seventh of the additional money needed for the full financing of the school law. Taking the full needs of the state into consideration his recommendations go only one-fifth of the way and considering the additional needs of the school they go only one-seventh of the way. Of course, we are not blaming the Governor. There are very evident reasons for our giving him admiration for the courage which he has displayed in making even the slight movement toward meeting the unemployment and educational needs of the State. We are simply disappointed that he

has not sensed in the Commonwealth of which he is the leader the demand which we believe exists to go the whole way and raise revenue not only to meet the needs of relief and education but to support more adequately the state government in all its branches. So far as we can see, his program offers nothing for the relief of state institutions, nothing for old age pensions, and only a gesture toward property tax reduction.

What other resources than the sales tax are available is not for us to say but it does seem that incomes might reasonably be made to bear more than they do, that the state property tax might even be increased in view of the fact that its redistribution would bring relief to the most needy sections and that a sales tax comparable to what other states levy is not unreasonable.

EDUCATION A VITAL FACTOR

Franklin D. Roosevelt

ALTHOUGH THE effect of the present lack of adequate educational opportunities on our national life may not be noticeable today, the time may soon come when direful effects will be apparent. It is, therefore, the responsibility of every American to see that the great strides that we have made in education since colonial times shall not be lost; it is also his responsibility to see that the schools march forward, that the scope of education becomes such as to provide educational opportunities for every person from early childhood on into adult life.

—*—

This crisis can be met, but not in a day or a year, and education is a vital factor in the meeting of it.

—*—

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A Colorless Teacher

By O. J. Mathias

WHILE rummaging among our boyhood belongings, a few days ago, we uncovered a little, age-stained booklet of short stories. One expounded as its central theme the wickedness of destroying bird eggs. This volume was published long before the American invasion of the English sparrow or of that later day monstrosity, the blue eagle. Another sketch presented a pen-picture of lovers in the Gay 90's strolling along a peaceful shore, under the pale moon, eagerly searching for sea shells and incidentally watching the dancing white-caps as they played tag on the crests of frolicsome waves while the twinkling stars danced gleefully above them. As her sumptuous lace creation swept the silvery sands, the tips of her delicate shoes peeped in and out from beneath the massive lower ruffle of her gorgeous gown like tiny mice romping at the innocent game of hide-and-seek.

On the fly leaf we found penned with many artistic flourishes this inscription, "Presented to Johnny Mathias by his teacher, Hettie Powell, as a reward for winning the most head marks in his spelling class. May this little book always be an inspiration to you."

Her selection of this booklet displayed an uncanny insight into the psychology of childhood. These stories must have afforded very interesting reading material for a boy of ten summers.

As we view this well meant inscription which has remained unchanged against

the ravages of time, we are struck with the mirth and pathos concealed between its lines.

1st: We can not spell and never could. When we attempt to write anything our left index finger is constantly toying with the sacred pages of Webster's Unabridged. Even with this precaution, recently, we spelled "gnaw" with a "k" and we still maintain that Webster could have been mistaken.

Wish we could tune in on some fourth grade celestial school room located, no doubt, on the peaceful borders of the Elysium Fields and inquire confidentially of Hettie just how many pupils were in that class.

2nd: Try as we may to dust the cobwebs of many human interest incidents from the dusty corners of our faded memory we are unable to bring out in bas relief the faintest recollection of this pedagogical personage, Hettie Powell. She simply fails to register anything. It could have been Mary Jones, Ruby Taylor, Olive Oyle or any other feminine appellation in so far as the looks, personality or preachment of this well-meaning school "marm" transferred any atom of knowledge or iota of inspiration conducive to the development of our immature mind and soul.

Conclusion: We were either an unimpressible lad; a mere "dud" void of any sponge characteristic whatsoever or she was a colorless teacher. Since there is but one legal vote available we have tagged this article, A Colorless Teacher.

Ballad of a Bad Boy

Whenever his respected Pa
Wound up the clock at night,
His Sonny Boy in wonder saw
A place of heart's delight.

He built a tower clumsily,
Of chair, and stool, and box,
To reach the baffling mystery,
The mystery of clocks.

Mounting the tower he had piled,
He opened Wonderland,
Where wheels and pendulum beguiled
His small, inquiring hand.

Too swift the golden moments sped,—
He slipped, he grasped the door,
When presto! Each and all were spread
Upon the kitchen floor.

Why blame the little tyke who goes
Adventuring to find
The mystery of clocks,—it shows
A scientific mind.

—C. H. Nowlin.

STATE AID

The Present Dilemma

The Way Out

HISTORY OF STATE AID IN MISSOURI

The Common School Fund as a Source of State Aid

State aid for public schools in Missouri has been a matter of legislative concern for almost a century. The first legislative act looking in that direction was passed in 1837, and provided for the creation of a permanent common school fund from the money derived from the sale of saline lands belonging to the state by reason of an act of Congress passed in 1812, and from the surplus revenue apportioned to the state by the Federal Government. No money derived from the sale of saline lands was immediately available, but the state's share of the apportionment of surplus revenue by the Federal Government in 1837 was \$382,335.50. The act creating the common school fund provided that this money should be invested, and that the interest accruing should be added to the principal until the total amounted to \$500,000.00, after which the income was to be distributed to the schools annually. The first distribution of income was made in 1842, when the permanent fund amounted to \$575,667.90. The first addition to the permanent fund was made in 1857, when \$17,000.00 that had accumulated in the treasury from the sale of saline lands was used to purchase bonds to the amount of \$20,000.00, which became a part of the permanent fund. Since then the fund has been augmented from time to time, chiefly by appropriations from the general revenue fund, until it now amounts to \$3,159,000.00, all of which is invested in certificates of indebtedness of the State of Missouri, \$2,909,000.00 drawing interest at six per cent and \$250,000.00 drawing interest at five per cent, thus providing \$187,040.00 for distribution to the schools annually.

The School Moneys Fund

State aid for public schools would be a matter of little importance now if the only money available for that purpose were the income from the common school fund. Fortunately, however, such is not the case. In 1854 the practice of setting aside a portion of the general revenue fund for apportionment to the public schools was begun. The practice has been adhered to every year since, except the years 1861 to 1867 inclusive. For the remaining years 1854 to 1886 inclusive, one-fourth of the general revenue was set aside for public schools. The constitution of the state now requires that at least one-fourth of the general revenue shall be appropriated for that purpose. Since 1886, one-third of the general revenue

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Bases for Apportioning State Aid

Since its beginning in 1842, state aid for public schools has been continuous, except for the years 1861, 1862, 1863, 1865, and 1867, when no apportionments were made. The original basis for apportionment was the school enumeration. This basis continued in exclusive use until 1910, when, in accordance with an act of the General Assembly in 1909, a small amount, \$13,078.13, was apportioned as special aid to weak rural districts, the remainder still being distributed on the enumeration basis. Similarly, in 1911, \$20,552.49 was apportioned to weak rural districts, and the remainder on the enumeration basis. In 1911, however, the General Assembly abolished the school enumeration as a basis for apportioning state school moneys and substituted for it two other bases, the number of teachers employed and the number of pupils in average daily attendance at school. Under the new plan, each district was to receive \$25.00, \$50.00 or \$100.00 for each teacher employed, the amount depending partly on the number of pupils in average daily attendance and partly on the salary of the teacher. The amount of money remaining after these teacher quotas and the special aid to weak rural districts had been paid was to be distributed on the basis of the number of pupils in average daily attendance at school. It should be noted that these three classes of claims against the school moneys fund were to be recognized in the following order: (1) special aid to weak rural districts, (2) teacher quotas, and (3) attendance quotas.

In 1913 the General Assembly provided for special aid to weak high school districts, to consolidated districts, and to districts inaugurating teacher-training courses in their high schools. While the special aid to consolidated districts and to districts maintaining teacher-training courses was paid originally from the general revenue fund, ultimately both were paid from the school moneys fund. The enactment of special aid laws continued at almost every session of the General Assembly until 1925, when the law providing special aid to consolidated districts was so modified that it alone ultimately took \$1,368,000.00 from the school moneys fund.

The Menace of Prior Claims

At one time or another during the period from 1913 to 1931, prior claims against the state school moneys fund were paid for each of the following purposes: aid to weak rural dis-

A Colorless Teacher

By O. J. Mathias

WHILE rummaging among our boyhood belongings, a few days ago, we uncovered a little, age-stained booklet of short stories. One expounded as its central theme the wickedness of destroying bird eggs. This volume was published long before the American invasion of the English sparrow or of that later day monstrosity, the blue eagle. Another sketch presented a pen-picture of lovers in the Gay 90's strolling along a peaceful shore, under the pale moon, eagerly searching for sea shells and incidentally watching the dancing white-caps as they played tag on the crests of frolicsome waves while the twinkling stars danced gleefully above them. As her sumptuous lace creation swept the silvery sands, the tips of her delicate shoes peeped in and out from beneath the massive lower ruffle of her gorgeous gown like tiny mice romping at the innocent game of hide-and-seek.

On the fly leaf we found penned with many artistic flourishes this inscription, "Presented to Johnny Mathias by his teacher, Hettie Powell, as a reward for winning the most head marks in his spelling class. May this little book always be an inspiration to you."

Her selection of this booklet displayed an uncanny insight into the psychology of childhood. These stories must have afforded very interesting reading material for a boy of ten summers.

As we view this well meant inscription which has remained unchanged against

the ravages of time, we are struck with the mirth and pathos concealed between its lines.

1st: We can not spell and never could. When we attempt to write anything our left index finger is constantly toying with the sacred pages of Webster's Unabridged. Even with this precaution, recently, we spelled "gnaw" with a "k" and we still maintain that Webster could have been mistaken.

Wish we could tune in on some fourth grade celestial school room located, no doubt, on the peaceful borders of the Elysium Fields and inquire confidentially of Hettie just how many pupils were in that class.

2nd: Try as we may to dust the cobwebs of many human interest incidents from the dusty corners of our faded memory we are unable to bring out in bas relief the faintest recollection of this pedagogical personage, Hettie Powell. She simply fails to register anything. It could have been Mary Jones, Ruby Taylor, Olive Oyle or any other feminine appellation in so far as the looks, personality or preachment of this well-meaning school "marm" transferred any atom of knowledge or iota of inspiration conducive to the development of our immature mind and soul.

Conclusion: We were either an unimpressible lad; a mere "dud" void of any sponge characteristic whatsoever or she was a colorless teacher. Since there is but one legal vote available we have tagged this article, A Colorless Teacher.

Ballad of a Bad Boy

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Wound up the clock at night,
His Sonny Boy in wonder saw
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Teacher-Training	148,867.10
Vocational Education	202,309.16
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Total Special Aids	\$2,679,815.26
Teacher Quotas	1,801,000.00
Attendance Quotas	90,322.23
<hr/>	
Total amount apportioned	\$4,571,137.49

It is evident from Table 1 that any great reduction in the school moneys fund would have eliminated the attendance quotas and necessitated only a partial payment of the teacher quotas. This actually would have happened in 1933, had no change in the laws governing the apportionment of state school moneys been made before that time. The total amount of state school money available for distribution during the school year 1933-34 was \$3,688,057.97. With obligations the same as they had been in 1931, this sum would have paid only the prior claims and a part of the teacher quotas.

The 1931 School Law

This result was prevented by the enactment in 1931 of a law that made material changes in both the method of apportioning state school moneys and the regulations governing the payment of the amounts apportioned. Under this law the fundamental basis for apportionment is the teaching unit, which represents both a specified number of resident pupils in average daily attendance and a teacher actually employed. The law guarantees to each school district \$750.00 for each elementary teaching unit and \$1000.00 for each high school teaching unit for which the district qualifies. The amount apportioned to each district is the difference between the amount the district is guaranteed and the amount derived from certain specified sources, including the computed yield of a tax of 20 cents per \$100.00 on the assessed valuation of the taxable property in the district. Districts in which the amount derived from the specified sources exceeds the

amount guaranteed on the basis of teaching units are entitled to teacher quota apportionments in accordance with the law passed in 1911 and attendance quota apportionments on the basis of 1.3 cents per pupil day. Consolidated districts may elect to receive apportionments under the old consolidated aid law as amended in 1925. The act also provides for apportionments under the laws in force prior to 1931, relative to orphans, defectives, and school buildings. Additional building aid is promised under certain conditions, also transportation aid up to a specified amount for each pupil transported. Finally, the state assumes the obligation to pay \$50.00 per year as tuition for each non-resident pupil attending high school, if the district of the pupil's residence does not provide high school work of the grade for which he or she is prepared. The most significant provision of the new law, however, is the one that eliminates prior claims. When there is not enough money to pay all apportionments in full, the same fractional part of every apportionment is paid.

Experience Under the 1931 Law

Despite the fact that the 1931 law was hailed at the time of its enactment as one of the best in the United States, it has been the source of a great amount of grief to school administrators, school directors, members of the General Assembly, and other state officials, solely because of the failure of the state to meet in full the obligations which the law imposes on it. During the school year 1932-33, the first year in which apportionments were made under the new law, by using the money accumulating in the school moneys fund during twenty months, the state was able to pay approximately 45 per cent of the total apportionment. The next year it paid approximately 30 per cent, and during the current school year it seems likely to pay between 40 and 45 per cent.

The grief brought to school officials and others would be less pronounced if the fractional payment had the same effect on the ability of all districts to maintain schools. But such is not the case.

The principal purpose of the 1931 act was to equalize, as far as practicable, the ability of districts to maintain schools. Consequently, other things being equal, the poorer the district the greater the amount of state aid it is entitled to receive. To illustrate the operation of the law and the effect of the fractional payment of the state's obligations under it, we may assume the existence of two rural districts, each maintaining a one-room school. One of these districts may be in a rich agricultural section and have an assessed valuation of \$300,000.00, while the other may be in a poor section and have an assessed valuation of only \$30,000.00. Each district is guaranteed \$750.00 with which to maintain its school, if it levies a tax of at least 20 cents on the \$100.00 for school purposes. The 20 cent tax in the first district will raise \$600.00, and, if the

district gets \$40 from the tax on public utilities and from the county and township school funds, it receives an equalization apportionment of \$110.00. If the state pays only 40 per cent of its obligation to this district, the district loses only \$66.00, and still has \$684.00 with which to maintain a school without increasing its tax levy above 20 cents. In the other district, however, a 20 cent tax will produce only \$60.00, and, if the district gets not more than \$40.00 from all other sources, exclusive of state aid, the state owes it \$650.00; and if it pays only 40 per cent of its obligation, the district loses \$390.00. This leaves only \$360.00 for school purposes. The district may, of course, increase its school tax rate to the constitutional limit of 65 cents per \$100.00 of assessed valuation and thereby raise an additional \$135.00. It then has \$495.00 with which to maintain a school while the other district has \$684.00. Moreover, the district with \$495.00 for school purposes has a tax rate of 65 cents, while the district with \$684.00 for school purposes has only a 20 cent school tax rate. While these two districts represent extremes, they are typical of large numbers of rural districts in the state. There is one county in the south part of the state in which the average of the assessed valuations of all rural school districts is approximately \$25,000.00 per teacher employed. There is another county in the north part of the state in which the average of the assessed valuations of all rural school districts is more than \$250,000.00 per teacher employed.

Very much the same relative conditions exist in the high school districts of the state. In the wealthiest high school districts the assessed valuation per teaching unit ranges between \$200,000.00 and \$350,000.00, while in some of the poorer districts the assessed valuation per teaching unit ranges between \$30,000.00 and \$50,000.00. Manifestly, a small fractional payment of the state's obligation to these districts has little effect on the ability of the wealthier ones to maintain schools, but it greatly handicaps the poorer ones. Moreover, a great many high school districts admit large numbers of non-resident pupils to their high schools, expecting to receive from the state \$50.00 for each such pupil in average daily attendance. So far, however, they have been disappointed in this expectation. For the school year 1931-32, the state paid, from the school moneys fund, approximately \$22.50 per pupil. For the school year 1932-33, it paid approximately \$15.00 per pupil. For the school year 1933-34, it will pay between \$20.00 and \$25.00 per pupil. The General Assembly has made deficiency appropriations to cover all the deficiency for the school year 1931-32 and a part of the deficiency for the school year 1932-33, but so far, however, only the deficiency for the school year 1931-32 has been paid.

Such in brief, is the history of state aid to public schools in Missouri and the dilemma to which the events narrated have led, a dilemma

from which a way of escape should be found at once in order to safeguard the welfare of our public schools and preserve the integrity of the state.

SUGGESTED WAYS OF ESCAPE FROM THE PRESENT DILEMMA

Several ways of escape from this dilemma have been suggested, each of which should be examined with care, in order to discover where it is likely to lead. We do not want to move from one embarrassing position into another position equally embarrassing or fraught with greater danger to our public school system. The following have been suggested as possible ways of escape: (1) the repeal of the 1931 school law and the re-enactment of the laws it replaced; (2) an increase in the tax rate used as the basis for calculating equalization quotas, preferably to 40 cents, in order to lessen the state's obligations under the law and thereby increase the percentage of payment; (3) the raising of sufficient revenue to finance the law in its present form; (4) provision for extra payments to weak districts to enable them to maintain schools for the required terms, such payments to come from new or added revenue and to continue until the law is adequately financed.

FACTS RELATIVE TO PROPOSALS

1. A Return of the Old Aid Laws

If the amount of money likely to be available in the school moneys fund for the current school year were distributed in accordance with the laws which the 1931 law replaced, 76 counties would be given less, while 38 counties and the City of St. Louis would be given more, than they are entitled to receive under the provisions of the 1931 law. The total amount of money that would be thrown into different sections of the state by a change from one of these two apportionment plans to the other is approximately 21 per cent of the amount available for distribution, which is here assumed to be \$4,990,562, or approximately twice the amount distributed in August of this year. With this amount available, Table 2 shows the shifts of money that would be made by a change from the present plan of apportionment to the plan in use immediately before the 1931 law was enacted.

TABLE 2
Effect That a Change to the Old Apportionment Laws Would Have Had on the Distribution of State School Moneys for the Current School Year

Units Affected	More Under Old Laws		Less Under Old Laws	
	No. Units	Amount	No. Units	Amount
Counties North of Mo. River	1*	\$11,340	43	\$595,687
Counties South of Mo. River	37	757,840	33	426,091
St. Louis City	1	263,006		
State Institutions with High Schools			6	10,408
Totals		\$91,032,186	82	\$1,032,186

* Buchanan County.

In the distribution of an amount comparable to the amount available for distribution during the current school year, every county north

tricts, aid to weak high school districts, aid to consolidated districts, aid for the maintenance of rural high schools under the Job special aid law, aid to districts establishing special classes for defectives, aid to districts enrolling unusual numbers of orphans, special aid for negro schools, aids for teacher-training, vocational education, and physical education, and even the cost of the school inspection service provided by the State Department of Education and the payment of the state's share of the salaries of county superintendents. Ultimately, these prior claims took the greater part of the state school moneys fund, as will appear from the following table, which shows the amounts that went for different purposes in 1931.

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FACTS RELATIVE TO PROPOSALS

1. A Return of the Old Aid Laws

If the amount of money likely to be available in the school moneys fund for the current school year were distributed in accordance with the laws which the 1931 law replaced, 76 counties would be given less, while 38 counties and the City of St. Louis would be given more, than they are entitled to receive under the provisions of the 1931 law. The total amount of money that would be thrown into different sections of the state by a change from one of these two apportionment plans to the other is approximately 21 per cent of the amount available for distribution, which is here assumed to be \$4,990,562, or approximately twice the amount distributed in August of this year. With this amount available, Table 2 shows the shifts of money that would be made by a change from the present plan of apportionment to the plan in use immediately before the 1931 law was enacted.

TABLE 2
Effect That a Change to the Old Apportionment Laws Would Have Had on the Distribution of State School Moneys for the Current School Year

Units Affected	More Under Old Laws		Less Under Old Laws	
	No. Units	Amount	No. Units	Amount
Counties North of Mo. River	1*	\$11,340	43	\$595,687
Counties South of Mo. River	37	757,840	33	426,091
St. Louis City	1	263,006		
State Institutions with High Schools			6	10,408
Totals		\$91,032,186	82	\$1,032,186

* Buchanan County.

In the distribution of an amount comparable to the amount available for distribution during the current school year, every county north

of the Missouri River, except Buchanan, and 37 counties south of the river, would lose by a return to the old aid laws. Under the same conditions, the City of St. Louis and three groups of counties would gain. These groups include Jackson, Buchanan, and St. Louis Counties, which are largely urban; Dunklin, Mississippi, New Madrid, Pemiscot, and Scott Counties, which contain most of the large consolidated districts in the state; and 30 counties in the Ozark region, where large numbers of rural districts could qualify for special aid.

With a larger amount for distribution than is likely to be available this year, a reversion to the old aid laws would produce the same general effect as that shown in Table 2. Not so, however, with a smaller amount. As the amount of money available for distribution diminishes, the advantage which the old aid laws seem to give Buchanan, Jackson and St. Louis Counties and St. Louis City also diminishes. If the amount available for distribution during the school year 1933-34 had been distributed in accordance with the old laws, Buchanan, Jackson and St. Louis Counties would have received less than they did receive. The old laws apparently would still have given St. Louis City a slight advantage, but that advantage would tend to disappear if the amount available for distribution fell below the amount distributed during the school year 1933-34. With slightly less than \$3,000,000 available for distribution under the old aid laws, the three counties mentioned and the City of St. Louis would get very little, for the reason that most of the aid for which they could qualify would be teacher and attendance quotas, both of which were residual as regards payment.

2. A Change to a 40 Cent Tax Base for Equalization

Regardless of the amount of money available for distribution, the effect of a change from the present 20 cent tax to a 40 cent tax as the basis for equalization would be similar to the effect shown in Table 2. The exact effect produced by such a change when the amount available for distribution is approximately the amount available this school year is shown by Table 3. This table presents data derived from the calculation of possible payments in accordance with apportionments made for the current school year on both the 20 cent and 40 cent tax bases. The amount used in calculating the possible payments was the same as the amount used in deriving the data for Table 2; namely, \$4,990,562.

Of the 44 counties north of the Missouri River, 42 would lose by a change from the present 20 cent tax to a 40 cent tax as the basis for equalization. Two counties, Buchanan and St. Louis, for which gains are shown in Table 2, would lose by a change to a 40 cent tax base. Seven counties, Bollinger, Dade, Hickory, Lawrence, Polk, St. Clair, and Sullivan, which would lose under the conditions assumed in the construction of Table 2 would

TABLE 3
Effect That a Change to a 40c Tax Base Would Have Had on the Distribution of State School Moneys for the Current School Year

Units Affected	More on 40c Tax Base		Less on 40c Tax Base	
	No. Units	Amount	No. Units	Amount
Counties North of Mo. River*	1**	\$304	42	\$175,568
Counties South of Mo. River	42	263,888	28	158,180
St. Louis City	1	66,190		
State Institutions with High Schools	6	2,696		
Totals	50	\$333,748	70	\$333,748

* St. Charles County would neither gain nor lose.

** Sullivan County.

gain by a change to a 40 cent tax base for equalization. Neither of the changes so far discussed, however, would affect greatly the amount of money payable to any one of these counties.

A change from the present 20 cent tax to a 40 cent tax as the basis for equalization would operate to the advantage of three classes of districts, with any given amount of money available for distribution: namely, districts that qualify for teacher and attendance quotas, districts that receive aid under the provisions of the old consolidation law, and districts that, because of low valuations, qualify for relatively large equalization quotas.

The proposal that the tax rate used as the basis for calculating equalization quotas be increased from 20 cents to 40 cents grew out of the belief that such a change in the provisions of the 1931 law would reduce the state's obligation to a point where the addition of a relatively small amount of money to the amount now in the school moneys fund would make possible the payment of all apportionments in full. That this belief was not well founded is shown by the figures in Table 4.

TABLE 4
Apportionment of State School Moneys for the School Year 1934-35

Types of Aid	Total Amounts Apportioned	
	20 Cent Tax Base	40 Cent Tax Base
Teacher and Attendance	\$1,020,026	\$1,369,276
Equalization	8,157,545	5,198,066
Consolidated District	1,251,687	1,418,179
High School Tuition	1,320,392	1,320,392
Special Classes for Defectives	108,161	108,161
Tuition for Orphans	37,274	37,274
Erection of School Buildings	2,000	2,000
Totals	\$11,897,085	\$9,453,348

Note.—In order to insure approximate accuracy in the calculations, apportionments on the 40 cent tax basis were made for both the school years, 1933-34 and 1934-35. The totals for the former year were as follows: 20 cent tax base, \$11,782,173; 40 cent tax base, \$9,338,646. For each year, the total apportionment on the 40 cent tax base is approximately 79 per cent of the apportionment on the 20 cent tax base. This close agreement would seem to indicate that the apportionment on the 40 cent tax base as shown in Table 4 is approximately correct.

Even with apportionments made on the basis of a 40 cent tax, the amount of money required to pay the apportionments in full would be almost double the amount now flowing into the school moneys fund. The payment made in August of this year was 20.97 plus per cent

of the apportionment on a 20 cent tax base. The same money used to make this payment would have paid 26.39 plus per cent of the apportionment on a 40 cent tax base. If the amount of money available for the March payment is approximately the same as the amount distributed in August, the total payment for the year will be approximately 42 per cent of the apportionment on a 20 cent tax base, and would be approximately 53 per cent of an apportionment on a 40 cent tax base. Table 5 shows how the money used in the August payment was distributed and how it would have been distributed if the apportionment had been made on a 40 cent tax base.

TABLE 5
Actual and Possible Payments from the School Moneys
Fund August, 1934

Types of Aid	Total Amounts Payable	
	20 Cent Tax Base	40 Cent Tax Base
Teacher and Attendance ----	\$ 213,940	\$ 361,431
Equalization -----	1,710,955	1,372,968
Consolidated Districts -----	262,527	374,339
High School Tuition -----	216,947	348,527
Orphans and Defectives -----	30,603	38,358
School Buildings -----	419	628
Totals -----	2,495,281	\$2,495,281

It is evident from the data presented in Tables 4 and 5 that a mere doubling of the tax rate used as the basis for equalization, without any other changes in the provisions of the 1931 law, would not serve the purpose back of the proposal. There are other changes, however, that would be amply justified, if the suggested change in the tax base were made. This change would reduce the total apportionment to districts qualifying for equalization aid by approximately 35 per cent. A reduction in the attendance guarantee to districts qualifying for teacher and attendance aid from 1.3 cents a day to .3 or a cent a day would make a reduction in the total apportionment on the teacher and attendance base of approximately 34 per cent. Also, the removal of the privilege that consolidated districts have of choosing to receive aid under the provisions of the old consolidation law, so as to place these districts in the same class with those that receive equalization aid, would effect a reduction of approximately 33 per cent in the total amount now apportioned as aid under the old consolidation law. This suggested reduction in the guarantees to districts receiving teacher and attendance aid would total approximately \$463,400; and the suggested change with respect to the apportionment of aid to consolidated districts would reduce the total amount apportioned to such districts by approximately \$467,000. Furthermore, a change in the provisions of the law with respect to the payment of high school tuition, that seemingly would be justified if the other changes are made, would reduce the states total tuition obligation by approximately \$250,000. The sum of the amounts just mentioned, \$463,400, \$467,000 and \$250,000, is \$1,180,400. If that amount is subtracted from the total apportionment on the

40 cent tax base as shown in Table 4, the remainder is \$8,273,348, as against the present obligation of \$11,897,085.

3. Full Payment Under the 1931 Law

Few facts need to be presented in relation to this proposal. For the school year 1932-33, the first year apportionments were made under the 1931 law, the total amount of state aid due the schools was approximately \$10,000,000. By using the revenue accumulating in the school moneys fund during 20 months, and counting free textbook money received, as part payment to districts qualifying for equalization quotas, but not to districts qualifying for either teacher and attendance quotas or special aid under the old consolidation law, the state was able to pay approximately 45 per cent of the amount due the schools. For the school year 1933-34, the state's total obligation under the law was a little more than \$11,782,000, of which 29.52 per cent was paid. For the current school year, the state's total obligation is approximately \$11,900,000, and the payment seems likely to be between 40 and 45 per cent. Full payment of the state's obligation under the 1931 law would have meant, for the school year 1932-33, that every district would have been given more than twice the amount of state aid it actually received; for the school year 1933-34, that state aid to every district would have been more than three times what it actually was; and, for the current school year, that every district would have been given more than double the amount it will receive. These additional amounts of state aid doubtless would have kept most of the school districts of the State out of financial difficulties during these times of stress. Furthermore, these additions certainly would have enabled many districts to reduce their tax rates without impairing the efficiency of their schools.

In view of the advantages that would accrue from full payment of the state's obligations under the 1931 school law, many people wonder why the General Assembly has not made provision for full payment. The reason probably is to be found in the failure of the people of the state to understand what full payment would mean. For, as a rule, legislators do what they think their constituents want them to do. That the people of some other states take a view of this matter different from that taken by the people of Missouri is indicated by the fact that they provide much more state money for public school support than is provided in Missouri. In four states, Louisiana in 1932-33 and Minnesota, Indiana, and Pennsylvania in 1933-34, state contributions to public school support were as follows: Minnesota, \$9,912,415, or \$3.866 per capita; Indiana, \$14,636,196, or \$4.519 per capita; Pennsylvania, \$30,786,563, or \$3.196 per capita; Louisiana, \$6,772,495, or \$3.473 per capita. Had Missouri made the same per capita contribution as Minnesota, the contribution would have been \$14,031,133; the same as Indiana, \$16,401,109; the same as Pennsylvania, \$11,599,457; the same

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as Louisiana, \$12,235,379. The amount required to pay Missouri's obligation in full for the school year 1933-34 was \$11,782,173, a less amount than a contribution comparable to that made by Minnesota, Indiana, or Louisiana would have meant, and only a slightly greater amount than a contribution comparable to that made by Pennsylvania would have meant. Many other states are making much greater per capita contributions to public school support than Missouri, but it is not necessary to cite all of them in order to show that Missouri would be doing nothing unusual if the General Assembly made provision for financing in full the 1931 school law.

4. The Emergency Fund Proposal

The last of the four proposals mentioned as possible ways of escape from the present dilemma was suggested by those who favor full payment of the state's obligation under the 1931 law in practically its present form, but realize that full payment can not be provided for in time to remedy conditions during the current school year. Consequently, they propose the creation, out of new revenue, of a special emergency fund to be used in extending additional aid to those districts that are handicapped most because of only partial payment of the state's obligation under the 1931 law.

The reason for this proposal is obvious. Experience has taught that districts with unpaid tuition accounts demand and get from the General Assembly deficiency appropriations to offset those accounts; also that delay in the payment of such appropriations causes financial distress in many districts and a great deal of worry to school board members and those state officials who are responsible for the release of state revenue. Furthermore, there are many districts with such low valuations that the yield of a reasonable school tax together with the revenue coming from all other sources is not enough to maintain a school for the required length of term when the state pays only a small part of the aid due them. Finally, there are a few districts in which orphanages are located, the inmates of which attend the public schools under a promise of tuition payment by the state. To guarantee payment of the state's obligation with respect to high school and orphan tuition, and to extend additional aid to weak districts, are the purposes back of the suggestion that a special emergency fund be created.

The purpose back of this proposal was served in part for the school year 1932-33 by the full payment of a deficiency appropriation for high school tuition payable during that year, but the payment came too late to prevent great financial distress during the following year. The purpose was served in part also for the school year 1933-34 by the distribution, on a relief bases, of more than \$500,000 of Federal money to schools that, without additional aid at that time, would not have been able to continue open for the normal term.

While it is impossible to know, prior to the creation of such a fund by the General Assembly, what the amount will be or under what conditions it will be disbursed, a careful estimate of the amount required under reasonable conditions is certainly justified. Such an estimate was made on the assumption that provision would be made for paying in full the deficiencies relative to high school tuition and orphan aid, and for guaranteeing to weak districts a minimum amount per teaching unit with which to maintain their schools, upon the furnishing of evidence of a reasonable local effort, such effort to be indicated by the levying of a tax of at least 40 cents per \$100 for school support. Upon this assumption, and the further assumption that the amount guaranteed to weak districts would be either \$600 and \$800 or \$525 and \$700, for the elementary and high school grades respectively, the amounts shown in Table 6 were derived from the data used in making the regular apportionment of state school moneys for the current school year. Table 6 shows also the amount of Federal Aid distributed during the school year 1933-34.

TABLE 6
The Special Aid Required to Guarantee the Amounts Per Teaching Unit Indicated and the Amount of Federal Aid Distributed During the School Year 1933-34

Items	Guarantees per Teaching Unit Elementary and High Schools		Federal Aid Distributed
	\$600 & \$800	\$525 & \$700	
Number of Counties Benefited	114	109	76
Number of Rural Districts Benefited	3,205	2,179	895
Number of H. S. Districts Benefited	566	374	345
Total Districts Benefited	3,771	2,553	1,240
Total aid to Rural Districts	\$395,384.00	\$169,453.00	84,379.43
Total aid to H. S. Districts	545,199.00	268,187.00	490,973.56
Total aid to All Districts -----	\$940,583.00	\$437,640.00	\$575,352.99

It has been stated that one of the purposes back of the suggestion that a special emergency fund be created is to guarantee payment of the state's obligation with respect to high school tuition and orphan aid. To accomplish that purpose and also give aid to weak districts, the entire emergency fund required would be approximately as shown in Table 7.

TABLE 7
Emergency Fund Required to Pay Estimated Deficiency in High School Tuition and Orphan Aid and to Guarantee to Weak Districts Teaching Unit Amounts as Shown

	Guarantees per Teaching Unit Elementary and High School	
	\$600 & \$800	\$525 & \$700
Special Aid to Weak Districts	\$ 940,583	\$ 437,640
Estimated High School Tuition Deficiency	792,235	792,235
Estimated Orphan Aid Deficiency	22,364	22,364
Total Fund Required	\$1,755,182	\$1,252,239

Cont'd on page 56

Increased Cost of Public Education and The Sales Tax

By Wayne T. Snyder

ONE FREQUENTLY hears statements to the effect that education is costing too much. Some of our competent people are reporting that we must make drastic reductions in the cost of public education because they think it is costing more than we are getting in return. Can our nation, a nation that ranks high among the other nations of the world from the standpoints of scientific discoveries and inventions, progressive and constructive thinking, industrial accomplishments, agricultural achievements, and actual wealth, afford to pay for the slight increase that public education is costing it?

There are three obvious reasons why there is an increase in public school cost. They need only to be mentioned: First, we have an increased enrollment in the public schools. It is far greater than at any previous time in history. Second, the public school costs are affected by the depreciation in the purchasing power of the dollar. And third, we are paying for increased efficiency and for increased services in the public schools.

From 1914 to 1926 there was an increased attendance in our public schools of 27.3%. It has been greatly increased since 1926. During the same period the depreciation in purchasing power of the dollar was 48.7%. This fluctuates from year to year. And for the same period the increased efficiency of school service was 24%. These facts were taken from the National Bureau of Economic Research and National Industrial Conference Board. From the same source we find that during the period from 1914 to 1932 the cost of public education increased from 1.7% to 6.3% of the total National income while for the same period the cost of the federal government increased from 9.2% to 13.8% of the National income. In 1917 the federal government cost was 9.93% of the National income. During the years 1918-19-20-21 the federal government cost was respectfully 19.74%, 28.2%, 14.2% and 16.7% of the National income.

Can the United States, the nation which can with thirty percent of its population produce all the necessities and material luxuries that all the people have, and who does not have a place for its youth under twenty years of age to turn except to the school rooms, afford the small increase in the cost of public education? Can our nation afford to reduce the cost of public education and at the same time spend millions for adult education after the fashion we now have? Can we afford the inconsistency of reducing the efficiency of public education and at the same time spend millions building and equipping reformatories to attempt

to give belated education to boy and girls who could not be reached in the public schools because of insufficient funds? There is conflict between policies which call for retrenchment in education on the one hand while on the other millions are forthcoming to enlighten the adult population on the affairs of the government and society. There is incompatibility in a system which would reduce the cost of public education and at the same time spend huge amounts on the apprehension and punishment of criminals who are criminals largely because they were misfits in society, and misfits because of insufficient education. There is contradiction between the idea of reducing public school cost which means reducing teachers salaries and eliminating teachers, and at the same time spending millions putting people back to work at a minimum salary. Can we afford such conflicts in our ways of thinking? Can we afford not to do a thing for which there seems to be no satisfying alternative?

Although there is an increase in the cost of public education as well as an increase in the cost of government, a small percent of the wealth is paying the cost. From reliable sources we learn that 80% of all taxes are paid by 4% of the Nations' wealth and 20% of the taxes are paid by 96% of the wealth. It is reasonable to believe that if this small percent of the total wealth pays such a large percent of the taxes, we could easily pay the increased cost of education by changing our system of taxation. Instead of making drastic reductions in the cost of public schools we need to make drastic changes in our taxation system so that the necessary increased cost may be met.

The General Assembly is now in session and they will discuss and vote on many proposed propositions, one of which will be increase in rate and a permanent continuation of the Sales Tax. One-third of the revenue secured by the sales tax goes to the public schools of the state. During the first nine and one-half months of this year, beginning January 15, 1934, the public schools had received more than one million dollars from sales tax receipts. This is an insufficient amount and should be four times as much, which it would have been had the special session of the legislature last year, provided for a 2% rate instead of the present $\frac{1}{2}$ of 1% rate.

The Sales Tax is not a poor man's tax as is suggested by many of the corporations and utilities of the state. It is not a burden on the "poor" public as some of the corporations, representatives and senators would try to have us believe. It is not an unjust and unneces-

as Louisiana, \$12,235,379. The amount required to pay Missouri's obligation in full for the school year 1933-34 was \$11,782,173, a less amount than a contribution comparable to that made by Minnesota, Indiana, or Louisiana would have meant, and only a slightly greater amount than a contribution comparable to that made by Pennsylvania would have meant. Many other states are making much greater per capita contributions to public school support than Missouri, but it is not necessary to cite all of them in order to show that Missouri would be doing nothing unusual if the General Assembly made provision for financing in full the 1931 school law.

4. The Emergency Fund Proposal

The last of the four proposals mentioned as possible ways of escape from the present dilemma was suggested by those who favor full payment of the state's obligation under the 1931 law in practically its present form, but realize that full payment can not be provided for in time to remedy conditions during the current school year. Consequently, they propose the creation, out of new revenue, of a special emergency fund to be used in extending additional aid to those districts that are handicapped most because of only partial payment of the state's obligation under the 1931 law.

The reason for this proposal is obvious. Experience has taught that districts with unpaid tuition accounts demand and get from the General Assembly deficiency appropriations to offset those accounts; also that delay in the payment of such appropriations causes financial distress in many districts and a great deal of worry to school board members and those state officials who are responsible for the release of state revenue. Furthermore, there are many districts with such low valuations that the yield of a reasonable school tax together with the revenue coming from all other sources is not enough to maintain a school for the required length of term when the state pays only a small part of the aid due them. Finally, there are a few districts in which orphanages are located, the inmates of which attend the public schools under a promise of tuition payment by the state. To guarantee payment of the state's obligation with respect to high school and orphan tuition, and to extend additional aid to weak districts, are the purposes back of the suggestion that a special emergency fund be created.

The purpose back of this proposal was served in part for the school year 1932-33 by the full payment of a deficiency appropriation for high school tuition payable during that year, but the payment came too late to prevent great financial distress during the following year. The purpose was served in part also for the school year 1933-34 by the distribution, on a relief bases, of more than \$500,000 of Federal money to schools that, without additional aid at that time, would not have been able to continue open for the normal term.

While it is impossible to know, prior to the creation of such a fund by the General Assembly, what the amount will be or under what conditions it will be disbursed, a careful estimate of the amount required under reasonable conditions is certainly justified. Such an estimate was made on the assumption that provision would be made for paying in full the deficiencies relative to high school tuition and orphan aid, and for guaranteeing to weak districts a minimum amount per teaching unit with which to maintain their schools, upon the furnishing of evidence of a reasonable local effort, such effort to be indicated by the levying of a tax of at least 40 cents per \$100 for school support. Upon this assumption, and the further assumption that the amount guaranteed to weak districts would be either \$600 and \$800 or \$525 and \$700, for the elementary and high school grades respectively, the amounts shown in Table 6 were derived from the data used in making the regular apportionment of state school moneys for the current school year. Table 6 shows also the amount of Federal Aid distributed during the school year 1933-34.

TABLE 6
The Special Aid Required to Guarantee the Amounts Per Teaching Unit Indicated and the Amount of Federal Aid Distributed During the School Year 1933-34

Items	Guarantees per Teaching Unit Elementary and High Schools		Federal Aid Distributed
	\$600 & \$800	\$525 & \$700	
Number of Counties Benefited	114	109	76
Number of Rural Districts Benefited	3,205	2,179	895
Number of H. S. Districts Benefited	566	374	345
Total Districts Benefited	3,771	2,553	1,240
Total aid to Rural Districts	\$395,384.00	\$169,453.00	84,379.43
Total aid to H. S. Districts	545,199.00	268,187.00	490,973.56
Total aid to All Districts -----	\$940,583.00	\$437,640.00	\$575,352.99

It has been stated that one of the purposes back of the suggestion that a special emergency fund be created is to guarantee payment of the state's obligation with respect to high school tuition and orphan aid. To accomplish that purpose and also give aid to weak districts, the entire emergency fund required would be approximately as shown in Table 7.

TABLE 7
Emergency Fund Required to Pay Estimated Deficiency in High School Tuition and Orphan Aid and to Guarantee to Weak Districts Teaching Unit Amounts as Shown

	Guarantees per Teaching Unit Elementary and High School	
	\$600 & \$800	\$525 & \$700
Special Aid to Weak Districts	\$ 940,583	\$ 437,640
Estimated High School Tuition Deficiency	792,235	792,235
Estimated Orphan Aid Deficiency	22,364	22,364
Total Fund Required	\$1,755,182	\$1,252,239

Cont'd on page 56

Increased Cost of Public Education and The Sales Tax

By Wayne T. Snyder

ONE FREQUENTLY hears statements to the effect that education is costing too much. Some of our competent people are reporting that we must make drastic reductions in the cost of public education because they think it is costing more than we are getting in return. Can our nation, a nation that ranks high among the other nations of the world from the standpoints of scientific discoveries and inventions, progressive and constructive thinking, industrial accomplishments, agricultural achievements, and actual wealth, afford to pay for the slight increase that public education is costing it?

There are three obvious reasons why there is an increase in public school cost. They need only to be mentioned: First, we have an increased enrollment in the public schools. It is far greater than at any previous time in history. Second, the public school costs are affected by the depreciation in the purchasing power of the dollar. And third, we are paying for increased efficiency and for increased services in the public schools.

From 1914 to 1926 there was an increased attendance in our public schools of 27.3%. It has been greatly increased since 1926. During the same period the depreciation in purchasing power of the dollar was 48.7%. This fluctuates from year to year. And for the same period the increased efficiency of school service was 24%. These facts were taken from the National Bureau of Economic Research and National Industrial Conference Board. From the same source we find that during the period from 1914 to 1932 the cost of public education increased from 1.7% to 6.3% of the total National income while for the same period the cost of the federal government increased from 9.2% to 13.8% of the National income. In 1917 the federal government cost was 9.93% of the National income. During the years 1918-19-20-21 the federal government cost was respectfully 19.74%, 28.2%, 14.2% and 16.7% of the National income.

Can the United States, the nation which can with thirty percent of its population produce all the necessities and material luxuries that all the people have, and who does not have a place for its youth under twenty years of age to turn except to the school rooms, afford the small increase in the cost of public education? Can our nation afford to reduce the cost of public education and at the same time spend millions for adult education after the fashion we now have? Can we afford the inconsistency of reducing the efficiency of public education and at the same time spend millions building and equipping reformatories to attempt

to give belated education to boy and girls who could not be reached in the public schools because of insufficient funds? There is conflict between policies which call for retrenchment in education on the one hand while on the other millions are forthcoming to enlighten the adult population on the affairs of the government and society. There is incompatibility in a system which would reduce the cost of public education and at the same time spend huge amounts on the apprehension and punishment of criminals who are criminals largely because they were misfits in society, and misfits because of insufficient education. There is contradiction between the idea of reducing public school cost which means reducing teachers salaries and eliminating teachers, and at the same time spending millions putting people back to work at a minimum salary. Can we afford such conflicts in our ways of thinking? Can we afford not to do a thing for which there seems to be no satisfying alternative?

Although there is an increase in the cost of public education as well as an increase in the cost of government, a small percent of the wealth is paying the cost. From reliable sources we learn that 80% of all taxes are paid by 4% of the Nations' wealth and 20% of the taxes are paid by 96% of the wealth. It is reasonable to believe that if this small percent of the total wealth pays such a large percent of the taxes, we could easily pay the increased cost of education by changing our system of taxation. Instead of making drastic reductions in the cost of public schools we need to make drastic changes in our taxation system so that the necessary increased cost may be met.

The General Assembly is now in session and they will discuss and vote on many proposed propositions, one of which will be increase in rate and a permanent continuation of the Sales Tax. One-third of the revenue secured by the sales tax goes to the public schools of the state. During the first nine and one-half months of this year, beginning January 15, 1934, the public schools had received more than one million dollars from sales tax receipts. This is an insufficient amount and should be four times as much, which it would have been had the special session of the legislature last year, provided for a 2% rate instead of the present $\frac{1}{2}$ of 1% rate.

The Sales Tax is not a poor man's tax as is suggested by many of the corporations and utilities of the state. It is not a burden on the "poor" public as some of the corporations, representatives and senators would try to have us believe. It is not an unjust and unneces-

sary tax as the lobbyists are trying to convince the public and the uninformed legislators. Who are the opponents to a sales tax? Is the poor man fighting it? Is he objecting to paying two or three dollars a year on this tax? He is not. The opposition to the sales tax is coming from another source. The source, with its power of concentrated wealth is now busy spending considerable amounts to prevent legislation increasing this tax, and in many cases are trying to destroy what we now have.

The following tables of statistics prepared by G. H. Bates, Supervisor of Retailers' Occupation Tax Department in the State Auditor's Office reveals some interesting and worthwhile data.

A Sales Tax is a just way of providing the necessary money to carry on the obligations of a state. It is a tax on the one who buys. The more one buys the more tax he pays. The bulk of the sales tax receipts comes from the sections of the state that can best pay it. For instance Hickory County paid a total of \$137.31 sales tax during the month of October. While for the same month St. Louis County and City paid a total of \$110,662.08 and Jackson County paid \$45,485.30.

The sales tax is not a tax on the merchants but a tax on the public, collected by the retailer. It behooves every voter in the State of Missouri who is not obligated to some corporation that is opposed to a sales tax to put

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March	33,262	317,723.20	79	33,207.17	33,341	350,930.3
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May	37,140	350,909.99	113	33,476.60	37,253	384,386.5
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September	46,238	397,793.76	65	32,005.55	46,303	429,799.3
October	41,616	349,270.53	51	30,764.48	41,667	380,035.0
Totals for first 9½ months 1934	379,972	\$3,139,647.54	867	\$295,462.74	380,839	\$3,435,110.2

It is interesting to note the gradual increase in the total amount paid in. Much of this comes, of course, from the facts as shown in Column VI; the gradual increase in number of taxpayers who were purposefully or unknowingly evading the tax. Columns IV and V are interesting from the standpoint of how many taxpayers and the amounts paid were paying under protest. Most of the retailers now paying under protest will fight further legislation for a sales tax.

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Automotive group	6,918	34,514.66
Furniture Group	1,508	13,723.85
Lumber and buidling group	1,760	17,402.45
Agricultural group	797	5,418.92
Natural resources	156	1,574.89
Miscellaneous group	8,960	74,106.82
Admissions	447	9,342.21
Electricity, water, sewer and gas	283	26,389.66
Telephone and telegraph	238	1,255.03
News and advertising	922	10,938.77
Laundry and cleaners	600	3,554.88
Transportation group	1,381	11,700.33
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TOTALS FOR OCTOBER, 1934:	41,667	\$380,035.01

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May we unite on this proposition and support the state teachers organization in its effort to insure us better educational opportunities?

LEISURE CHALLENGES THE SCHOOL

by

Mabel Dodge
Holmes



THE STATUS OF LEISURE is transformed. That is the assumption with which any discussion of the uses of leisure must begin.

Once—not so long ago—leisure was a rare and precious thing. The hard-driven toiler pondered long on how to spend the precious holiday hours of Labor Day or Easter Monday. On Sunday only could he rejoice in the sight of the winter sunlight or taste summer's joys by an excursion to some beauty spot. Apart from such brief interludes, life was work, and there was work for all and more than all.

In those golden days the eager graduate, bewildered at the multiplicity of doors to be unlocked with the magic key of his diploma, had but to make his choice and enter. High school and college were the avenues that led upward to higher occupational altitudes—levels on which could be enjoyed the treasured leisure that made possible life as well as livelihood. The lawyer, the teacher, the writer, the physician, the clergyman lived in a world of books and theatres, music and pictures and travel. The office worker of high or low degree shared to some extent the same privileges and amenities. It was the sad uneducated, doomed to labor endlessly in mill or store or mine, who spent his non-working hours in sordid care for mere material comforts or in an exhausted sleep.

Something—be it technology, or the depression, or the alphabetical efficiency of the New Deal—has changed all this. Leisure is no longer precious; it is the thing of which everybody—except the school teacher—has the most. It is all to what the graduate, fearful now rather than eager, has to look forward. Commencement is too often the end rather than the beginning of work.

Now, of this leisure, there are two kinds. There is the leisure due to shortened hours of work and a diminished number of working days. This, we are told, is the consummation devoutly wished by the engineers of the NRA. Such a condition of leisure implies an income sufficient to finance some of the avocations

presumably to be pursued by the leisured. But in our precarious time the implication of the word is too often an enforced idleness—the leisure that brings with it the empty purse.

It is this second type of leisure that flings the challenge to the school.

For it is an easy matter, comparatively, to cultivate in impressionable boys and girls the taste for the cultural amenities that a weekly stipend can procure. The challenge in this connection lies not in the more abundant leisure, but in the competition of the merely time-filling amusements that seem adequate to an untrained taste. To discriminate between the cheap and the artistic in the theatre; to appreciate the really valuable and discard the merely popular best sellers; to discern the almost invisible line between sentiment and sentimentality in verse; to know the right moment at which to turn off the radio; to eschew the confession magazines and enjoy the better periodicals; to avoid mistaking fifty miles an hour on a concrete highway for communion with nature in her visible forms; to refuse to identify conversation with the telling of risqué stories in dull series or to depend upon bridge for the absence of either—these are the lessons in taste that conditions today surrounding our young people make necessary, if incidental, part of any curriculum. Any teacher of experience can recall the days when to impart such lessons seemed a sufficient achievement.

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modern amusement patterns that constitutes one challenge of leisure to the school—a challenge threatening enough, yet one that, nevertheless, can be met.

It can be met; our leisured and employed young folk will have had developed in them, during their high school years, some beginnings of cultivated taste. It is not the improvement of these fortunate few that flings the gage before the schoolhouse door. For, in four years or less, much of the busy high school population will be leisured and unemployed—leisured and penniless. What shall be done to train them for a life in which they can buy neither books nor cars, movie tickets nor radio tubes? The graduates under consideration are not the starving and threadbare destitute; they are the potential stenographers, mechanics, teachers, engineers, salesmen, fed and clothed and sheltered, to be sure, under a parental or fraternal roof, but eating out their hearts in idleness while they feel their craft slipping away from their finger tips or oozing out of their brains.

In such a leisure one can keep his soul alive only if he has endless resources within himself. It is with these resources that the school, if it is to justify its existence, must provide its graduates. It must not merely equip them with a vocation, not merely endow them with taste for the fine and noble. It must fill their mental storehouse with an imperishable stock of contentment, of imagination, of humor, of inventiveness, of ability to make something out of nothing and the best out of everything. These exiles from felicity must, in the absence of Arden's brooks, find their books in the rolling wheels that thunder past their door, in the roof-tops over which, perhaps, they sit for hours gazing, in the closed, enigmatic faces of the passing throng—all this, of course, if the public library is so far away as to require carfare. They must see drama in the lives of their acquaintances; they must watch the greatest of all artists paint the sky at sunset, etching against it a tracery of spires or chimney pots; they must rejoice in the master craftsmanship of the

spring in "building her house," in costuming her children; they must listen, thrilled, to the "ditties of no tone" for which no orchestra is needed.

To train "the inward eye that is the bliss of solitude;" to make quickly perceptive of things unseen the mind of the boy or girl who has been taught hitherto only the practical things of every day; to equip the student, too often dependent on his teacher for inspiration, to keep his own mind alive and his own hands efficient while he waits for his turn to come—this is the task that confronts the school.

The graduate of the school that meets the challenge will know what to do with an enforced leisure. The stenographer trained to staying power will take dictation daily from her father, and, if she has no typewriter, will transcribe her notes in longhand. The future teacher, practicing the patience and control that she must some day exemplify before her pupils, will make hypothetical lesson plans for imaginary classes; the mechanic-to-be can find plenty about the house or car to tinker at. Any or all of them can keep a diary; some few can write—and leisure is God's gift to poets and dreamers. Perhaps the engineer must turn farmer, the teacher change to coil-winder, the office girl become a waitress. If they have within them humor and adaptability, they will suffer these metamorphoses with not too bad a grace. And to the resourceful all things are resources.

To train a wilful and undernourished generation so that they shall be at once patient and resourceful, at the same time imaginative and controlled, not only contented but vitally wide-awake and energetic; to develop in the crude youth that passes through its doors the power to see in leisure, even unwanted leisure, an opportunity, and the wisdom to know what to do with it—such is the school's responsibility; such is the gage of combat that lies upon the threshold.

All of which means that the teacher who does not wish to be accessory-after-the-fact to the creation of a generation of idlers will have less (if any) leisure than ever!

THERE IS SOMETHING intensely beneficial and naturally wholesome in such exercises as dancing, physical drill in time to music, and singing, in so far as they all manifest the marvelous interdependence between body and spirit. When a chorus of voices is singing, or an orchestra of instrumentalists is playing, there is the nearest approach to perfect unity of action in a number that can be imagined among ordinary human beings.

Every individual performer has to learn what is meant by the self-expression of a society. The best he can do is to use his best efforts in strict subordination to the principle of cooperation. This cooperative effort is not found in anything like the same proportion in any game or intellectual undertaking.

Edward Lyttleton

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Social Experimentation in Soviet Russia

By DR. E. A. ROSS,
*An authority discusses economics,
industry, education, religion and
marriage in the world's most interesting
social experiment.*

MADAM PRESIDENT: You may wonder why I am speaking on this particular subject. I suggested it. I suggested it because there has been such an elaborate endeavor to mislead the American people about what was happening to ninety per cent of our humanity.

Now I haven't the slightest object of persuading anybody in this country to follow the path of Soviet Russia. I am not suggesting that there is anything in it that we ought to consider adopting. It will be several years yet before we shall be sure of the out-working of their bold experimentation and so the sole basis of my exposé here is that intelligent Americans have a right to be acquainted with the truth about the most daring and far-reaching experiment involving 170,000,000 people that has ever been undertaken on this planet.

First, about their economic system. I was an economist for seven years and a fairly orthodox economist, and we always predicted that under Socialism there would not be adequate incentive for people to serve themselves and do their best. Therefore, the machinery would run down like a watch when the spring has become too weak. Well, I found over there precisely that tendency apparent, but they have ingeniously devised certain things to counteract that tendency. It is perfectly true that not long ago there were a great many workers with a seven hour day delivering about five hours of honest effort and I did see workers taking their leisure, smoking two or three cigarettes, and chatting comfortably with their fellows and taking out five or eight minutes that you would not see in the American shop. But this has happened. They have gone over to piece payment largely. At one time they said, "That is a device of the capitalists to wring the last drop of effort out of us. We will have none of it." And now they have come over until eighty per cent or eighty-five per cent of all the workers in Soviet Russia are paid by the piece. And whenever the nature of the work admits of it, they are paid on that basis. Here are a couple of men who are operating a riveting hammer and heading up rivets and they are paid so much per rivet.

Well, another thing they have done is to extend "socialist competition." Never in all history has there been such an appeal to the spirit of emulation as you can find today. Lenin had great faith in the possibilities of socialistic competition, stirring people up to

do as much as can be wrung from them now under the alternative system of deliver or get fired at once. You will find that one factory, say a woolen mill, will challenge another woolen mill as to what can be turned out in the course of the next six months. They will say, "We will undertake to beat you along such and such lines." One gang in a steel mill will challenge a corresponding gang in another mill or even in the same mill to engage in socialistic competition. They don't have to have the same numbers. The measure may be per capita output. So in many cases you find certain competitions arresting the attention of the public all over Russia, all Russia looking on from the side-lines and cheering, just like the public looks on here at a football game which has no practical significance whatever to any of the on-lookers. Here you have all Russia looking on and cheering the rivalry of two steel mills, or two tractor plants, or two assembling gangs in tractor works to see which can beat and they all benefit. Whichever side beats the general public is going to get that particular thing on better terms than formerly.

Another thing is the "wall newspaper." In every workshop, hundreds and thousands of workshops, you have a certain space set aside and the committee puts up a wall newspaper with colored crayons and it has got to stay there a week. Nobody must touch it. And they hit off or deride or ridicule or jolly and kid the fellows who were slacking, by name even. And so the most obvious slackers, the ones who are taking too much time out to smoke cigarettes and have a little chat, they find themselves the objects of general attention. So the workers themselves—I mean the ones with a sense of responsibility—are organizing and applying leverage to those who do not have a sense of responsibility and jacking them all up to something like a decent level of performance.

You find a somewhat similar situation in the matter of drink. Russia hasn't undertaken absolutely to bar the public away from alcoholic beverages. We tried it and we failed, I am sorry to say. But what do they do? Here is a man who has shown the influence of intoxicants on the grounds, on the job, again and again. There is a pay office shaped like a huge whiskey bottle, and he can't get his pay at the ordinary office; he has to go to this whiskey bottle and his money will be handed out to him through a little window. And so he is mortified by apparently being a slave of the bottle.

*An address delivered at Kansas City, Nov. 10, 1934.

modern amusement patterns that constitutes one challenge of leisure to the school—a challenge threatening enough, yet one that, nevertheless, can be met.

It can be met; our leisured and employed young folk will have had developed in them, during their high school years, some beginnings of cultivated taste. It is not the improvement of these fortunate few that flings the gage before the schoolhouse door. For, in four years or less, much of the busy high school population will be leisured and unemployed—leisured and penniless. What shall be done to train them for a life in which they can buy neither books nor cars, movie tickets nor radio tubes? The graduates under consideration are not the starving and threadbare destitute; they are the potential stenographers, mechanics, teachers, engineers, salesmen, fed and clothed and sheltered, to be sure, under a parental or fraternal roof, but eating out their hearts in idleness while they feel their craft slipping away from their finger tips or oozing out of their brains.

In such a leisure one can keep his soul alive only if he has endless resources within himself. It is with these resources that the school, if it is to justify its existence, must provide its graduates. It must not merely equip them with a vocation, not merely endow them with taste for the fine and noble. It must fill their mental storehouse with an imperishable stock of contentment, of imagination, of humor, of inventiveness, of ability to make something out of nothing and the best out of everything. These exiles from felicity must, in the absence of Arden's brooks, find their books in the rolling wheels that thunder past their door, in the roof-tops over which, perhaps, they sit for hours gazing, in the closed, enigmatic faces of the passing throng—all this, of course, if the public library is so far away as to require carfare. They must see drama in the lives of their acquaintances; they must watch the greatest of all artists paint the sky at sunset, etching against it a tracery of spires or chimney pots; they must rejoice in the master craftsmanship of the

spring in "building her house," in costuming her children; they must listen, thrilled, to the "ditties of no tone" for which no orchestra is needed.

To train "the inward eye that is the bliss of solitude;" to make quickly perceptive of things unseen the mind of the boy or girl who has been taught hitherto only the practical things of every day; to equip the student, too often dependent on his teacher for inspiration, to keep his own mind alive and his own hands efficient while he waits for his turn to come—this is the task that confronts the school.

The graduate of the school that meets the challenge will know what to do with an enforced leisure. The stenographer trained to staying power will take dictation daily from her father, and, if she has no typewriter, will transcribe her notes in longhand. The future teacher, practicing the patience and control that she must some day exemplify before her pupils, will make hypothetical lesson plans for imaginary classes; the mechanic-to-be can find plenty about the house or car to tinker at. Any or all of them can keep a diary; some few can write—and leisure is God's gift to poets and dreamers. Perhaps the engineer must turn farmer, the teacher change to coil-winder, the office girl become a waitress. If they have within them humor and adaptability, they will suffer these metamorphoses with not too bad a grace. And to the resourceful all things are resources.

To train a wilful and undernourished generation so that they shall be at once patient and resourceful, at the same time imaginative and controlled, not only contented but vitally wide-awake and energetic; to develop in the crude youth that passes through its doors the power to see in leisure, even unwanted leisure, an opportunity, and the wisdom to know what to do with it—such is the school's responsibility; such is the gage of combat that lies upon the threshold.

All of which means that the teacher who does not wish to be accessory-after-the-fact to the creation of a generation of idlers will have less (if any) leisure than ever!

THERE IS SOMETHING intensely beneficial and naturally wholesome in such exercises as dancing, physical drill in time to music, and singing, in so far as they all manifest the marvelous interdependence between body and spirit. When a chorus of voices is singing, or an orchestra of instrumentalists is playing, there is the nearest approach to perfect unity of action in a number that can be imagined among ordinary human beings.

Every individual performer has to learn what is meant by the self-expression of a society. The best he can do is to use his best efforts in strict subordination to the principle of cooperation. This cooperative effort is not found in anything like the same proportion in any game or intellectual undertaking.

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Here is a factory where there is a good deal of slackness; there is very little spirit in the factory. What happens? A bunch of udarniks, maybe one hundred will come there and say, "Get out of the way and let us show you." They take hold of those machines and they push up production to two or three times what it has been and that stimulates and arouses the rest of them and they leave after two or three months and go on to some other place and the whole spirit of the working force is changed.

I got a little personal look-in at the spirit of the udarniks. Four bus loads of us were driving over the famous Georgian Military Road of the Caucasus Mountains and we got to the top of the great pass, and we found the most terrible rain precipitation had happened late at night and early that morning that anybody ever heard of. Fourteen inches had fallen and for a quarter of a mile at different places the famous road that had been there seventy-five years had been swept out by the rushing side streams and instead of reaching the place we were expecting to reach at 5:00 o'clock that night we reached it at 5:00 o'clock

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Let me dwell upon some other interesting features. You all know how they had pogroms under the old regime when mobs were secretly incited to attack the Jews while gendarmes and police looked on without lifting a finger. Sometimes hundreds of Jews would be massacred. Now the government has said, "There are one hundred and fifty languages spoken in the U. S. S. R. Wherever possible we will create an autonomous republic." And they have scores of autonomous republics for peoples of different nationalities,—the Georgian, the Turkmen, the Kalmuchs, the Khirgizes, the Uzbeks, the Armenians, and so on, and they leave them free to attend to their own affairs, to teach Jewish, whatever language they wish to, in the schools, and to follow whatever worship they choose. They are left free in all those cultural matters, whereas the old regime was always trying to shove the Russian language onto them and the Russian orthodox church onto them. So they have a people contented through that vast area, half Europe and half Asia.

Another thing that I ought to say something on is their education. There are about thirty per cent more people in the U. S. S. R. than in this country. They have about the same number of people in school. In other words, their situation has come on so that it gets just about the same results we are getting now. About 27,000,000 are in school in some form,—about 20,000,000 are in elementary education, about 7,000,000 are in high school, and I must differ from the preceding speaker. Last February Stalin reported to the seventeenth congress of the Communist Party there were 491,000 students in the 600 universities, not a million. Whereas, the old regime had 91 universities, the new regime has 600.

They have adopted a lot of things that were talked about here. They have adopted

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A New Basis for the Articulation of Secondary & Higher Education

By THEO. W. H. IRION
Dean of the Faculty
of the School of Education
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IT IS AN UNFORTUNATE habit which we have formed, that of accusing some institution or the leaders of some educational movement of malicious or at least willful wrong-doing, when we come face to face with an educational difficulty. If secondary and higher education are not properly or adequately articulated, the tendency is to hold the State University or higher educational institutions in general responsible and to accuse them of either stupid remissness in the re-setting of their standards or of deliberately tampering with the normal developments of secondary education, probably for selfish purposes. In this very limited discussion of a big problem, it is probably better if we speak in terms of larger situations rather than in terms of Kansas City and the University of Missouri. To bring any situation definitely before a group, it is always best to clear the atmosphere, as it were, of any local prejudicing factors, if such exist, by understanding the historic trends out of which the present situation has grown. It is advisable to "go behind the scenes" and glimpse in a moment just how the present educational scene was created and set. May I do this by offering a series of theses without much elaboration, since you who are trained in the profession can easily supply the latter.

Thesis One

Secondary Education in the United States is influenced both in its philosophy and its practice by two trends, one coming from above, from higher education; the other coming from below, from elementary education. These two influences are not identical and in a sense are quite unlike, causing a confusion in secondary education.

The terms *above* and *below* should not lead to the attachment of any weight or significance other than referring to higher education and elementary education respectively.

The trends or influences coming from above were the first to operate and have the prestige which comes from historic tradition as well as from the institutions (colleges and universities) which were the first to draw serious attention to education. Higher education antedates secondary and elementary education. Long before any genuine efforts were made to provide training in the instruments of learning for the masses through popular elementary schools, the university existed, and secondary education, which erstwhile was preparatory training for higher education, could make no significant claims until higher educa-

tion had made considerable progress. In order that people might attend lectures in universities, preparatory training, largely in Latin, had to be given to those who came unprepared to prout by the presentations of the lecturers.

The trends and influences coming from below did not begin to have noticeable effect on secondary education until approximately 1870 and especially since 1880. The force of this influence became marked after 1910 and is now one of the great disarranging factors in secondary education, as far as the problem of articulation is concerned.

Thesis Two

The influences from above resulted in perfect articulation between secondary and higher education both in objectives to be achieved and in subject-matter to be used.

Higher education, from the very outset, functioned so as to accumulate and classify knowledge and to conserve it. Only later did it add the now strongly emphasized university function of discovering new truth through research. While these have been the achievements of higher education, the avowed objectives have been, in order of their promulgation, first religious, then cultural or classical or let us say humanistic, and of late years scientific. The American high school grew up while the humanistic objective held the attention of higher education. When the high school concerned itself with preparing students to pursue the humanities, as then understood, on higher levels in colleges and universities, the articulation between secondary and higher education was perfect. The high school then required no special aims or objectives; it adopted those of the college. Its subject-matter consisted of the introductory phases of the work to be done in college, sometimes overlapping with college work. Certainly under such circumstances there could be little reason for lack of articulation.

When the scientific aim became prominent in higher education, it did so by fighting its way into colleges and universities in the face of strenuous opposition from the humanities. This caused a non-alignment of higher and secondary education, at least temporarily, until the sciences found their way into the high school curriculum. The high school hardly found time to adjust itself to the new aims and materials of the scientific objective of higher education (and indeed the schism between the humanistic and scientific objectives still manifests itself occasionally), before a new set of aims and materials injected itself into the high school, as will become apparent immediately.

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Thesis Three

The trends coming from below, from elementary education, have been exceedingly disruptive of the old and well established articulation both because of the injection of new objectives and also because of the introduction of new educational materials.

When the judgment of the court in the Kalamazoo case in the early seventies of the last century legalized the use of municipal and state school funds for creating and maintaining public high schools, it really did far more; it legalized and emphasized the view that the high school is a continuation and an outgrowth of the elementary school. While this feeling of kinship with elementary education existed from the early days of the public high school, in practice the high school took over much of the program of the Academy which was shaped by trends coming from above. The extensions of elementary education had not yet been well worked out. By degrees the elementary school worked its influence upward into the high school.

Because of the very nature of the individuals to be educated in elementary schools, considering their age and immaturity, elementary schools must concern themselves more with individuals than with highly specialized and departmentalized subject-matter. Hence early in its career the elementary school adopted as its chief objective the complete development of the individual, his physical, his intellectual, as well as his character development. Health training looms up as a conspicuous aspect of the present-day elementary school; the establishment of proper social adjustments and habits is attempted, and surely every effort must be made to give the child control of the instruments of learning: reading, writing, fundamental operations in arithmetic, spelling, and language work. Now that it is found possible to master the learning fundamentals by the time the child has completed the sixth grade, there is a very strong tendency to continue the training in health and physical development and in social and citizenship training up into the high school.

The influence coming into the high school from below has tended to create as new objectives in secondary education the training in citizenship, the orienting of the individual in a great variety of fields, the further physical training of the individual, the developing of appreciations in art and music. These objectives differ so completely from the established aims coming down to the high school from the old college, that conflicts seem unavoidable. The new subject-matter required to meet these new objectives places an emphasis on general courses cutting across a variety of subject-matter fields, organizing subject-matter items around some larger human interest or activity. It also requires emphasis on non-academic subjects such as physical education, art, and music. The promotion of these new fields had to be at the expense of at least some of the old high

school subjects which were basic in the old scheme of articulation such as the classics, modern languages, mathematics, highly departmentalized science, and certain courses in history. Insistence on such courses by higher educational institutions as admission requirements can only result in increased lack of articulation.

Thesis Four

New demands are made upon the high school directly by the people, intensifying the problems of articulation.

According to the National Survey of Secondary Education, the enrollments in public high schools have increased within the last fifty years so phenomenally that in 1930 the total enrollment was 3849 per cent of the 1880 enrollment. The 1930 census gave the total population as 144.8% of the 1880 population.

This phenomenal growth in high school enrollments is, of course, due in a large measure to the greater effectiveness of elementary schools. More people are trained effectively to profit by high school education. On the other hand, such astounding growth in this one field of public education can only mean that the people have completely and wholeheartedly adopted the high school. They believe in it, they have invested heavily in it, and they are going to take a hand in directing it. Add to this the fact that our social and economic conditions have undergone and are even now going through very significant changes, and it will not astound anyone to learn of urgent demands coming from the citizens for a new direction of the high school and for new subjects.

Therefore a new emphasis is being placed upon practical subjects such as commercial and vocational subjects: agriculture, home economics, trades and industries. Additional emphasis is also given to music and physical education.

The utilitarian objectives and subjects have, however, always been particularly irritating to the collegiate mind. Therefore, this new emphasis in secondary education appears to discourage even more than ever the alignment of the high school with the liberal arts college. This warning should be issued, however, that when the public so completely adopts an institution as it has the high school, it certainly will not wait for standardizing agencies or higher educational institutions to approve its demands. It will insist on an independent development and career of its high schools. The only reason why higher education could control secondary education so completely up to the present, apart from the force of tradition, lies in the fact that the high school, its leaders as well as its patrons, did not know just where to point the high school and what exactly to achieve with it. Now that period has almost passed. With the clarifying of its objectives, the secondary school is ready to plan its own destiny.

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this as all other problems of secondary education. The growth and change of the enrolled high school population were so rapid as to make it difficult to formulate aims, select adequate subject-matter, provide proper curriculums, and train teachers for their work of high school student instruction.

Thesis Five

The problem of articulation is complicated both by the nature of the teaching and the student personnel.

Many high school teachers and even principals have had only a liberal arts education without professional training. They, therefore, may not and often do not see clearly the educational problems of their high schools. In many instances they think of education only as a knowledge-accumulating and knowledge-conserving process. They therefore make all changes in their high schools as necessary though very inconvenient concessions. They would like to make little colleges out of their high schools and at the same time satisfy all those urgent demands which come from a democratic society.

The high school student body, on the other hand, demonstrates all the facts which have been accumulated about individual differences and the need to make provision for such. In 1880 only 2.8% of the high school population of the United States was enrolled in high schools; in 1930 the enrollment exceeded slightly 46% of the total population of high school age. This means that the problem of individual differences in high schools has become accentuated. But the greater the provisions for individual differences, the less uniform the education of high school students becomes. This complicates even more the problem of articulation. It no longer remains a one-to-one articulation, one high school curriculum fitting into one college curriculum.

Thesis Six

The only way in which an adequate articulation can come about is by a cooperative study of the problem carried on by high school and university educators.

The articulation of secondary education and higher education of the future will not be a one-way arrangement in which higher education sets all the standards and secondary education does all the articulating. Modifications must no doubt be made in secondary schools, but higher educational institutions must be able to make changes as well. It is essential that the solution of the problem should be based on a careful study and analysis of the entire situation. This requires that experts in higher and in secondary education must have mutual confidence in each other. Only where such respect and confidence exist can an intelligent attack be made upon the problem. It would be a great thing if here in Kansas City or some other school system a cooperative enterprise with the University could be set up to study these problems.

Thesis Seven

The machinery of articulation must be worked out from the basis of two considerations: 1, the nature of the work done in the secondary schools and the early years of the college, and 2, the nature of the student who graduates from the high school.

It is quite obvious that a serviceable articulation cannot be based on a requirement of fifteen or sixteen units with specification of the number of units in various subjects. That is our present clumsy practice. True articulation means that the actual content of courses, the very substance of the high school and college work itself in any one field, will dovetail. It means that high school work cannot be planned irrespective of college work, and vice versa. At least this must be true as far as state-supported institutions are concerned. Such a situation as that which exists in mathematics in most state systems of education illustrates the lack of proper articulation: A student who completes algebra in the second year of high school work and does not take any further work in that department until he goes to college may and often does find that there is no provision made for him to bring his mathematical knowledge back to usable form so that he may continue in other courses. On the other hand, an exceptional student in English may find that the freshman college English required of him is an almost complete repetition of what he has already successfully accomplished in high school. A student who has worked through several general courses in high school cutting across a variety of subject-matter fields and organized about a larger central theme, such as health or citizenship, may find no adequate introductory courses when he reaches college but must commence at once with highly departmentalized courses emphasizing specialization rather than practical knowledge or so-called general culture.

On the other hand, just as the better work of the elementary school was a major cause of the rapid growth of the high school, so also because of the superior and enlarged high school program of work of the present day, we are on the eve of a possible great development of higher education. This, however, will depend upon whether higher education can adjust itself to the great variety of people possessed of an equally great variety of objectives who come pounding for admission at the gates of higher education. Rather than selection and rejection of students either before or after admission, the college must think of itself as more than one thing. It must reorganize itself so as to take care of a larger variety of justifiable human interests and endeavors. It must provide for the highly gifted high school graduate who is perfectly competent to go on in the pursuit of mastering subject-matter for the sheer joy of intellectual mastery. Such people are not numerous but they should not be neglected nor should

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they be penalized by being forced into overlapping courses and repetitive practices. There are those whose talents are for the more concretely practical endeavors of modern life, and they too should have opportunities to continue educational endeavors on advanced levels after graduation from high school. No doubt there are many who seek but a two year college training which will give them greater joy of life, finer insights and appreciations, and better understanding of the usual problems of the average citizen. They do not seek specialized courses but rather generalized training. For many girls especially such training is highly desirable. It should not be stigmatized as "dumb-bell" courses or work.

Finally, the actual articulation will come more from properly conducted high school work than from any other source. There is much said about educational guidance nowadays. Much of this is a mere sentimental outpouring full of good will but without practical significance. We have, however, sufficient knowledge and enough serviceable techniques of investigation to make possible the securing of accurate data concerning each individual, which when sympathetically interpreted should assist in guiding the student into profitable

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Not until we can truly build up a continuum of high school endeavor into the college by really coordinating the work of the two institutions in substance as well as in form, not until we can plan college endeavor so as to profit by advice which trained high school people can contribute, based on the nature of the student asking for admission to college, can we speak of an articulation which may be considered an articulation not in form alone but an articulation in spirit and in truth.

RUSSIA—Continued from page 20

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When it comes to their attitude toward religion, I would like to say a word because there has been a most malignant misrepresentation in certain of our periodicals. Reports are circulated of churches being torn down; we are told that is the communist attitude; when they dare, they tear down the church. Well now the facts are that under the old regime hundreds of millions of the public's money were used in building churches. Russia was vastly over churchd, it had twelve thousand churches, important churches, and the Communists simply withdrew all further public aid, just as we did more than a hundred years ago with our "separation of church and state." There is not a dollar of the taxpayer's money in any church in the United States. And so they simply refused to give any of the taxpayer's money any further for that purpose. The result was that in a good many of the churches there weren't enough worshippers to keep them up and when the roof began to

get in bad shape and the rain and snow came in, the church had to be abandoned. Then of course it was torn down to make way for something else. The American enemies of Soviet Russia picture you those churches that have been abandoned in the act of being torn down and say, "That is what they try to do with the House of God."

Anybody who wants to can worship God in his own way in Soviet Russia, and not be molested. But, in other words, religion is pursued on just about the same basis as in this country. One distinct difference only occurs to me, namely, that they do not allow anybody to teach religion to children except the parents of those children. In other words, they say, you can't take little children of eight, ten or twelve and fill them up with your notions, you priests. "We are not going to allow that" says Soviet Russia. "Tackle somebody of your own size. You can't teach religion to children under eighteen." And they say, "if you can't get religion across except by putting it over on the soft pulp of the child mind, it can't be worth very much."

I want to say a word about their new marriage system. They have the policy that any persons who are eighteen years of age and who when examined are found to be free of infectious diseases and who haven't already been married, have a perfect right to marry. Woman in the Soviet Union considers it her duty to support herself by work just as other people do, they temper the wind to the shorn lamb and they do not overwork women. There

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*A rural teacher retiring
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I AM A TEACHER. Indeed, I am the lowliest of that great army of individuals engaged in instructing the youth of our land. I am a rural school teacher, if you please! And we, dear Imaginary Reader, are the hewers of wood, the drawers of water; the galley slaves of the great profession. I make this explanation in order that it may be clear from the outset, that I do not occupy a seat alongside the high and mighty. My opinions, therefore, concerning certain trends in modern education, may be taken for what they are worth, stripped of all the trappings and techniques of the learned. I hold a B. S. Degree in Elementary Education, from a state university. Nothing more.

And I intend to intimate by the "nothing more" that I have no ambition to litter my mind with further devices and elaborate plans for teaching. I shall in all probability never get a Master's Degree. But at any rate, I shall not get such a degree in education. For once that sort of thing is started, there is no stopping place. One degree merely calls for another, and so the process continues on and on, forever and forever. Many of our teachers are intimately acquainted with every state university and teacher's college from Maine to southern California. Every summer the pilgrimage starts. They (the teachers) weave their way back and forth across the continent, like so many ants, in order to attend summer school. And after all the sweating is over, what of any practical value is gained?

My own experience with school has been that instead of actually stimulating my mind with new ideas, it has done an excellent job of ridding me of the few ideas I already possessed. If I want to get an A-1 case of inferiority complex, and a feeling that I am nothing more than a low-grade moron, just turn me loose at a summer school! To be a success in school nowadays, we must bow down seven times before our instructors, and hand back to them verbatim, exactly what they have droned forth in their lectures to us day after day. And if that is learning, I would gladly die in ignorance.

No. Beyond all else, I want to remain human. I do not want to become an automaton. The teaching profession is already filled with this type of individual. He cannot express himself except in the terms of Professor What Not. He lives and moves and has his being in a little world that has been created for him by the pseudo-learned. He dares not be himself for his job is ever at stake. He cannot afford individuality, for the price he must pay for it is too dear.

Since I have decided that this is to be my last year in the teaching profession, I can afford to be entirely honest for the first time in six years! I can unload the grievances that have been accumulating within me during that time, and afterwards look elsewhere for a livelihood.

As I have already suggested, I have found my life as a teacher most woefully cramped. Emerson said: "Insist upon yourself." I cannot insist upon myself and remain a teacher. The things I would teach, I cannot, for often they are not an accepted part of the curriculum. Only certain subjects may be taught in our public schools, and these only upon certain days of the week. Everything to be done is minutely outlined for the teacher to mimic. On every side, there is some official higher up, handing out instructions.

The poor pupils are pre-tested, mid-tested, and post-tested until it is a wonder they have a brain cell left in their heads. Many times superintendents tell teachers that if a child is found to have a low I. Q. he is not worth bothering about. Some of these superintendents have, indeed, gone testing-mad. Naturally, it is the bright child, the one quick to grasp situations; often the selfish and self-assertive, who gets all the attention. The slow pupils are left, all too often, to shift for themselves.

I recall a certain incident in my practice-teaching days which illustrates that point. There was a boy in my geography class who was called dull—just whatever that may mean—by my supervisor. The other children jeered and poked fun at him constantly. There came a time when we were to build a miniature model of the Panama Canal. I decided that John (I shall call him that), should be allowed to help on this project as much as possible. He did help, heroically, the first few days. Many of the other children refused to dirty their hands in the sand. But one day a corner was accidentally knocked off of our model. I never knew who did it, and even if I had known, the offense was small, but one of the children immediately told the supervisor that John had done it. "That's about John's speed," said she curtly. John helped no more. I could not, under the circumstances, do anything about it. Now I ask, is that sort of thing justice? I wonder what it would do to you or to me. But surely we know the answer. It would make us quite sure that there is no use in trying. We would eventually accept our "dullness" as a matter of course.

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And I intend to intimate by the "nothing more" that I have no ambition to litter my mind with further devices and elaborate plans for teaching. I shall in all probability never get a Master's Degree. But at any rate, I shall not get such a degree in education. For once that sort of thing is started, there is no stopping place. One degree merely calls for another, and so the process continues on and on, forever and forever. Many of our teachers are intimately acquainted with every state university and teacher's college from Maine to southern California. Every summer the pilgrimage starts. They (the teachers) weave their way back and forth across the continent, like so many ants, in order to attend summer school. And after all the sweating is over, what of any practical value is gained?

My own experience with school has been that instead of actually stimulating my mind with new ideas, it has done an excellent job of ridding me of the few ideas I already possessed. If I want to get an A-1 case of inferiority complex, and a feeling that I am nothing more than a low-grade moron, just turn me loose at a summer school! To be a success in school nowadays, we must bow down seven times before our instructors, and hand back to them verbatim, exactly what they have droned forth in their lectures to us day after day. And if that is learning, I would gladly die in ignorance.

No. Beyond all else, I want to remain human. I do not want to become an automaton. The teaching profession is already filled with this type of individual. He cannot express himself except in the terms of Professor What Not. He lives and moves and has his being in a little world that has been created for him by the pseudo-learned. He dares not be himself for his job is ever at stake. He cannot afford individuality, for the price he must pay for it is too dear.

Since I have decided that this is to be my last year in the teaching profession, I can afford to be entirely honest for the first time in six years! I can unload the grievances that have been accumulating within me during that time, and afterwards look elsewhere for a livelihood.

As I have already suggested, I have found my life as a teacher most woefully cramped. Emerson said: "Insist upon yourself." I cannot insist upon myself and remain a teacher. The things I would teach, I cannot, for often they are not an accepted part of the curriculum. Only certain subjects may be taught in our public schools, and these only upon certain days of the week. Everything to be done is minutely outlined for the teacher to mimic. On every side, there is some official higher up, handing out instructions.

The poor pupils are pre-tested, mid-tested, and post-tested until it is a wonder they have a brain cell left in their heads. Many times superintendents tell teachers that if a child is found to have a low I. Q. he is not worth bothering about. Some of these superintendents have, indeed, gone testing-mad. Naturally, it is the bright child, the one quick to grasp situations; often the selfish and self-assertive, who gets all the attention. The slow pupils are left, all too often, to shift for themselves.

I recall a certain incident in my practice-teaching days which illustrates that point. There was a boy in my geography class who was called dull—just whatever that may mean—by my supervisor. The other children jeered and poked fun at him constantly. There came a time when we were to build a miniature model of the Panama Canal. I decided that John (I shall call him that), should be allowed to help on this project as much as possible. He did help, heroically, the first few days. Many of the other children refused to dirty their hands in the sand. But one day a corner was accidentally knocked off of our model. I never knew who did it, and even if I had known, the offense was small, but one of the children immediately told the supervisor that John had done it. "That's about John's speed," said she curtly. John helped no more. I could not, under the circumstances, do anything about it. Now I ask, is that sort of thing justice? I wonder what it would do to you or to me. But surely we know the answer. It would make us quite sure that there is no use in trying. We would eventually accept our "dullness" as a matter of course.

For some reason or other, nature endowed me with an intrinsic sympathy for the meek and lowly. This modern world is so filled with blustering extroverts, dashing about blowing their own horns, that I welcome the advent of a fellow-creature who admits there are still a few things left that he doesn't know. But I have found upon several occasions, and often to my great sorrow, that such an attitude is entirely fatal when seeking employment. The modern superintendent invariably wants a young woman who knows that she is better than all of the one-hundred-fifty applicants, whose credentials he holds in his hands. Unless she has a pull somewhere within the school system, she must have what I choose to name, just plain unmitigated gall, in order to get a job. If she has this, then she is fairly safe, and is reasonably sure of getting employment.

Needless to say, our present day public schools are saturated through and through with politics. Formerly, we heard a good deal about acting in a "professional manner." Certain codes of honor were laid down by the law-givers and were practiced fairly rigidly throughout the country. Not so today. For the past few years, it has been knock down, drag out and give a farewell kick to the non-political, or to the opposing party, as the case might be. One must only cast a backward glance at the Oklahoma situation of a year-and-a-half ago to be convinced of this truth.

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But to get back to the children. I am truthful when I say that I welcome, with open arms, a timid child. Modern children are given so much freedom, both at school and at home, that they often make life intolerable for the teacher. The teachers say that this condition is the fault of the home, and parents say the teachers are to blame. And so the battle wages. In reality, each is to blame; the honors may be equally divided.

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fore that. And I would humbly rise up from my seat at the foot of the class to ask: "Who during the last twenty years has ever accused us of teaching facts?" Why it's been so long since a fact was taught that even our best teachers would fail to recognize one if they should see it.

Today we have so many work books, teacher's manuals, and elaborate teaching devices that we are completely lost in the fog and mist. So much planning and technique have been utilized in attempting to make subject matter interesting, that the subject, itself, is wholly lost and forgotten. If a child doesn't want to learn a certain thing—say the lines of the multiplication table, for instance—he is often allowed freedom of choice in the matter. When I did practice teaching, the children were permitted to ask as often as they liked: "What is 8×6 ?"—or whatever the case might be. That's how they learned to multiply. In many schools, children are supervised to death. They have no chance whatever to develop self-reliance. Alone, they can do nothing. The teacher must always be close at hand.

A certain amount of child-freedom is all right, but I am of the opinion that not one child in ten thousand is ever going to learn the lines of multiplication unless a little coercion is used. And no genius who sails the seven seas, can actually make that task very interesting! I believe whole-heartedly that it is never going to injure any child to use a little of the aforementioned coercion in his behalf, occasionally. Life is still about three-fourths drudgery for most of us, and the sooner we learn that fact, the better able we will be to cope with real-life situations. And that, by the way, is one of the school's own favorite phrases.

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THE PEACE cause moves on. There can be no doubt about it. At times the outlook is dark and seemingly hopeless, but when one gets a broad view of the whole world situation one realizes that the forces of peace are active and war is not "just around the corner."

This view is well expressed by General John J. Pershing, in a cable from Paris to the "Kansas City Star" on November 10, 1934 he said: "On this Armistice day, when we are celebrating the end of the greatest war the world has ever known, there exist in many countries certain grave apprehensions caused mainly by sensation mongers that the world may soon be in the throes of another such war or perhaps one even more destructive. I do not share in any such apprehension and believe it to be unfounded. There are very few national governments that would willingly contemplate the prospects of war even though they felt confident of victory and these few are not in a position at present to have any such confidence. They know this and expert opinion everywhere knows it, and that is why I think that instead of wars, nations will address themselves to the peaceful problems of economic recovery toward which our country is giving such a courageous and magnificent lead."

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Edward Price Bell writing in the Literary Digest recently points out that the composite official attitude on the world situation in Washington is that it is "disquieting, but not intrinsically and imminently dangerous."

In the first place there are too many people in the world today who remember with bitterness and grief the horrors of the last war. They know that there is nothing glorious about modern warfare. They know that it is gruesome and vile and frightful. War today is not enshrined with the glamor and glory with which it was surrounded in 1914.

The hard-headed business man and students of economics know that the war was responsible to a great extent for the worldwide depression that we are in today. They know with Sir William Robertson that modern war "hurts everybody, benefits nobody but the profiteer, and settles nothing." They agree

with Secretary of War Dern, who in an address on Armistice Day, 1933, at the Tomb of the Unknown Soldier, said: "There has been much dispute as to who won the war. The plain fact is that nobody won the war. Everybody lost. The war was purely negative in character and the cost was ruinous. In a prolonged modern war both sides in ultimate results are bound to lose."

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ists are almost unanimously agreed that the traditional opinion that instincts determine the mode of adjustment of these conflicts is without scientific warrant."

The common people are getting a better understanding of the underlying causes of modern war. They are realizing that modern wars are not fought primarily over noble principles but that the causes of wars are economic disputes over oil or coal or railroads or markets and the like. Major General Smedley D. Butler, who won his fame as a hard fighting Marine, declares in a current magazine that "war is a racket," and describes it as the worst of all rackets. He says:

"War, like any other racket, 'pays high dividends to the very few. But what does it profit the masses?"

"The cost of operations is always transferred to the people, who do not profit. The trend now is to poison us against the Japanese."

He points out that the only stakes in such a war are the trade with China, amounting to \$90,000,000 a year, and our private investments in the Philippines, about \$200,000,000. Then he continues:

"To save that China trade of \$90,000,000 or to protect investments of less than \$200,000,000 in the Philippines, we may be roused to a war that may cost us tens of billions of dollars, hundreds of thousands of American lives, and many more hundreds of thousands of physically maimed and mentally unbalanced young men."

"The only way to stop this racket is by taking the profit out of war."

"Conscript the nation's capital before conscripting the nation's manhood. One month before the government may order the young men of the nation to be killed it must serve notice of conscription on the country's capital."

"Let the officers and directors of our armament factories, our gun builders and munitions makers and shipbuilders all be conscripted at \$30 a month."

"Give capital 30 days to think it over; and there will be no war. That will stop the racket—that, and nothing else."

He further declares "I swear that I will never place another gun across my shoulder to go to another country to fight, and the only way we can stop wars is by allowing only those who are able to fight themselves to vote on the question."

When the average man finds that during the world war 21,000 new millionaires were created in the United States and that 69,000 men made more than three billion dollars over and above their normal income he realizes that for some men the "war for democracy" was very lucrative.

In April, 1934 the American Legion issued a statement on "Universal Service in Time of War" which contain the following illuminating figures:

"During four peace years the United States Steel Corporation enjoyed an average annual profit of \$105,000,000, while during the four years of war its annual average profit was \$239,000,000."

"The du Pont interests during four years of peace found themselves enjoying an average annual profit of \$6,000,000, while during four years of war they enjoyed an average profit of \$58,000,000 annually."

"The Bethlehem Steel Corporation in peace times had an average annual profit of \$6,000,000, and in war times an average profit of \$49,000,000 annually."

"Anaconda Copper had an annual average profit of \$10,000,000 in peace times, and an average in war times of \$34,000,000."

"Utah Copper, \$5,700,000 in peace times and \$21,600,000 in war times."

"American Smelting & Refining Co., \$11,500,000 in peace times and \$18,600,000 in war times."

"Republic Iron & Steel, \$4,000,000 in peace times and \$17,500,000 in war times."

"International Mercantile Marine, in peace times \$6,600,000 profits per year and in war times \$14,000,000 in profits per year."

"Atlas Powder Co., \$485,000 profit in peace years per annum and \$2,374,000 per year in times of war."

"American and British manufacturing, \$172,000 profit in peace times and \$325,000 in times of war."

"Canadian Car & Foundry, \$1,300,000 in peace times and \$2,200,000 in war times."

"Crocker Wheeler Co., another munitions institution, \$206,000 annually in peace times and \$666,000 in war times."

"Hercules Powder Co., in peace times had an annual profit of \$1,200,000 and in time of war an annual profit of \$7,430,000."

"General Motors in peace times had a profit of \$6,900,000 per year, and in war times \$21,700,000 profits per year."

The sordid story brought out at the investigations of munition makers both in our country and in Europe has opened the eyes of millions of people to how the munition makers disturb the peace of the world. These investigations have shown how the munition industry subsidizes the press, bribes officials, gets government people on its boards, connives with unscrupulous bankers, organizes international armament rings, plays one country against another, and sells its wares to both, as for example to Bolivia and Paraguay, to Peru and Colombia, and to China and Japan.

A very significant article appeared in the March, 1934 number of Fortune Magazine in regard to the workings of the munition makers of Europe. This article tells that German soldiers were killed by German guns fired by Russian and Belgian soldiers; that French soldiers died in the blasts from French 75's, manned by Bulgarian artillerymen; that in London is a cannon captured from the enemy,

on one side of which is a tablet giving the names of the British boys who were killed in making the capture and on the other side of the cannon we find these words "Made in England."

This article shows that the English and French industries supplied glycerin (for explosives), nickel, copper, oil and rubber to Germany throughout the war. Germany in turn sent iron and steel to France. Magnetos made in the Fatherland were used in French army trucks. Still these munition makers parade as 100 per cent patriots.

Perhaps the most dastardly act of the munition makers was that through political power in France they were able to compel the French artillery to spare the German iron and steel works in the Briey basin. The French could easily have shelled these works, but a French general who suggested this was reprimanded. In return for sparing the German source of supplies, the German spared the French mines at Dombasle. If the French had been permitted to have bombarded the German source of iron and steel in the Briey basin the war would have ended much sooner. But, no, that would have ended the profits of the munition makers, and what are wars for, if not to enrich these loyal patriots?

Because of the revelations brought out in the investigations of the munition makers in Europe and later in our own country by the Nye Investigating Committee of the United States Senate the Missouri Department of the American Legion in its 16th annual convention at Kansas City, Missouri, September 3 and 4, 1934, adopted resolutions in regard to world peace which are in part as follows:

"The members of the Legion reaffirm their consecrated personal devotion to the ideal of World Peace that led them during the Great War under the belief that they were fighting the war against war, the war to end militarism, and the war to make the world safe for democracy.

"The American Legion says that war is caused by stupidity and lack of understanding, by cheap and incompetent statesmanship, and by the sinister forces of greed. We condemn as jingoists, as enemies of peace, and as traitors to the ideals of The American Legion, those who foster suspicion, fear, and distrust among the nations; and we commend the activities of the true lovers of peace who advocate the prevention of wars by the cultivation of good will, of friendship, and mutual understanding among the family of nations; and we desire above all men, that this nation should live in peace with all peoples; that our children and the future children of America may, if possible, be spared the costly carnage and butchery through which we passed in 1917-18.

"We condemn as unpatriotic and as un-American, that there could exist during the Great War a situation whereby for every three

American men who gave their lives on foreign fields during the war, it was possible for one man back home to be able to amass at least a million dollars; and we condemn a situation whereby corporations, companies, and individuals were able to see their peace-time profits grow to ten or twenty times the value of the original capital investment, while this country became loaded with grinding debt which has stifled our commerce and made the promise of American life for the future less glowing, and while the Soldier of American went haggard and hungry through mud and blood at one dollar per day. We commend the American Legion proposal of Universal Draft on the theory that its adoption will take the profit motive out of war, will be a mighty deterrent against war.

"The American Legion demands that in the event of war, all munition manufacturing be operated under Government supervision and licensing; that no munitions shall be shipped from this country to any other country at any time except with the knowledge and written approval of the Secretary of State of the United States and that the records thereof be made public in every detail; that some system of regulation, licensing, or prohibition of private munition manufacturing of war munitions be undertaken by the Federal Government."

It is indeed encouraging to find such a strong peace attitude in an organization as influential in moulding public opinion as is the American Legion.

Another important factor in the onward march of peace is the militant stand that church leaders are taking in this matter. They are declaring that as Christians they will have no part in any program which violates the principles enunciated by the Prince of Peace. They affirm that war is murder on a colossal scale and they refuse to be partners in any scheme that contemplates the wholesale destruction of human life. They are insisting on cooperation and good will instead of brutality and carnage in settling disputes that may arise among nations.

A wholesome international attitude is developing among thinking men and women in every walk of life, for they realize that the world is so constituted today that no nation can live economically aloof from the rest of the world. We exchange products with every country. We are one big family and any war between nations in one part of the world would effect every other nation, for no nation can live unto itself alone in our complex world.

In this article we have tried to show that there are many encouraging signs for those who are trying to work for world peace and better international understanding. The stakes are so great that we must expend every effort to attain our goal. Let us take renewed courage and push on with new enthusiasm, for the peace cause does move on!

ists are almost unanimously agreed that the traditional opinion that instincts determine the mode of adjustment of these conflicts is without scientific warrant."

The common people are getting a better understanding of the underlying causes of modern war. They are realizing that modern wars are not fought primarily over noble principles but that the causes of wars are economic disputes over oil or coal or railroads or markets and the like. Major General Smedley D. Butler, who won his fame as a hard fighting Marine, declares in a current magazine that "war is a racket," and describes it as the worst of all rackets. He says:

"War, like any other racket, 'pays high dividends to the very few. But what does it profit the masses?"

"The cost of operations is always transferred to the people, who do not profit. The trend now is to poison us against the Japanese."

He points out that the only stakes in such a war are the trade with China, amounting to \$90,000,000 a year, and our private investments in the Philippines, about \$200,000,000. Then he continues:

"To save that China trade of \$90,000,000 or to protect investments of less than \$200,000,000 in the Philippines, we may be roused to a war that may cost us tens of billions of dollars, hundreds of thousands of American lives, and many more hundreds of thousands of physically maimed and mentally unbalanced young men."

"The only way to stop this racket is by taking the profit out of war."

"Conscript the nation's capital before conscripting the nation's manhood. One month before the government may order the young men of the nation to be killed it must serve notice of conscription on the country's capital."

"Let the officers and directors of our armament factories, our gun builders and munitions makers and shipbuilders all be conscripted at \$30 a month."

"Give capital 30 days to think it over; and there will be no war. That will stop the racket—that, and nothing else."

He further declares "I swear that I will never place another gun across my shoulder to go to another country to fight, and the only way we can stop wars is by allowing only those who are able to fight themselves to vote on the question."

When the average man finds that during the world war 21,000 new millionaires were created in the United States and that 69,000 men made more than three billion dollars over and above their normal income he realizes that for some men the "war for democracy" was very lucrative.

In April, 1934 the American Legion issued a statement on "Universal Service in Time of War" which contain the following illuminating figures:

"During four peace years the United States Steel Corporation enjoyed an average annual profit of \$105,000,000, while during the four years of war its annual average profit was \$239,000,000."

"The du Pont interests during four years of peace found themselves enjoying an average annual profit of \$6,000,000, while during four years of war they enjoyed an average profit of \$58,000,000 annually."

"The Bethlehem Steel Corporation in peace times had an average annual profit of \$6,000,000, and in war times an average profit of \$49,000,000 annually."

"Anaconda Copper had an annual average profit of \$10,000,000 in peace times, and an average in war times of \$34,000,000."

"Utah Copper, \$5,700,000 in peace times and \$21,600,000 in war times."

"American Smelting & Refining Co., \$11,500,000 in peace times and \$18,600,000 in war times."

"Republic Iron & Steel, \$4,000,000 in peace times and \$17,500,000 in war times."

"International Mercantile Marine, in peace times \$6,600,000 profits per year and in war times \$14,000,000 in profits per year."

"Atlas Powder Co., \$485,000 profit in peace years per annum and \$2,374,000 per year in times of war."

"American and British manufacturing, \$172,000 profit in peace times and \$325,000 in times of war."

"Canadian Car & Foundry, \$1,300,000 in peace times and \$2,200,000 in war times."

"Crocker Wheeler Co., another munitions institution, \$206,000 annually in peace times and \$666,000 in war times."

"Hercules Powder Co., in peace times had an annual profit of \$1,200,000 and in time of war an annual profit of \$7,430,000."

"General Motors in peace times had a profit of \$6,900,000 per year, and in war times \$21,700,000 profits per year."

The sordid story brought out at the investigations of munition makers both in our country and in Europe has opened the eyes of millions of people to how the munition makers disturb the peace of the world. These investigations have shown how the munition industry subsidizes the press, bribes officials, gets government people on its boards, connives with unscrupulous bankers, organizes international armament rings, plays one country against another, and sells its wares to both, as for example to Bolivia and Paraguay, to Peru and Colombia, and to China and Japan.

A very significant article appeared in the March, 1934 number of Fortune Magazine in regard to the workings of the munition makers of Europe. This article tells that German soldiers were killed by German guns fired by Russian and Belgian soldiers; that French soldiers died in the blasts from French 75's, manned by Bulgarian artillerymen; that in London is a cannon captured from the enemy,

on one side of which is a tablet giving the names of the British boys who were killed in making the capture and on the other side of the cannon we find these words "Made in England."

This article shows that the English and French industries supplied glycerin (for explosives), nickel, copper, oil and rubber to Germany throughout the war. Germany in turn sent iron and steel to France. Magnetos made in the Fatherland were used in French army trucks. Still these munition makers parade as 100 per cent patriots.

Perhaps the most dastardly act of the munition makers was that through political power in France they were able to compel the French artillery to spare the German iron and steel works in the Briey basin. The French could easily have shelled these works, but a French general who suggested this was reprimanded. In return for sparing the German source of supplies, the German spared the French mines at Dombasle. If the French had been permitted to have bombarded the German source of iron and steel in the Briey basin the war would have ended much sooner. But, no, that would have ended the profits of the munition makers, and what are wars for, if not to enrich these loyal patriots?

Because of the revelations brought out in the investigations of the munition makers in Europe and later in our own country by the Nye Investigating Committee of the United States Senate the Missouri Department of the American Legion in its 16th annual convention at Kansas City, Missouri, September 3 and 4, 1934, adopted resolutions in regard to world peace which are in part as follows:

"The members of the Legion reaffirm their consecrated personal devotion to the ideal of World Peace that led them during the Great War under the belief that they were fighting the war against war, the war to end militarism, and the war to make the world safe for democracy.

"The American Legion says that war is caused by stupidity and lack of understanding, by cheap and incompetent statesmanship, and by the sinister forces of greed. We condemn as jingoists, as enemies of peace, and as traitors to the ideals of The American Legion, those who foster suspicion, fear, and distrust among the nations; and we commend the activities of the true lovers of peace who advocate the prevention of wars by the cultivation of good will, of friendship, and mutual understanding among the family of nations; and we desire above all men, that this nation should live in peace with all peoples; that our children and the future children of America may, if possible, be spared the costly carnage and butchery through which we passed in 1917-18.

"We condemn as unpatriotic and as un-American, that there could exist during the Great War a situation whereby for every three

American men who gave their lives on foreign fields during the war, it was possible for one man back home to be able to amass at least a million dollars; and we condemn a situation whereby corporations, companies, and individuals were able to see their peace-time profits grow to ten or twenty times the value of the original capital investment, while this country became loaded with grinding debt which has stifled our commerce and made the promise of American life for the future less glowing, and while the Soldier of American went haggard and hungry through mud and blood at one dollar per day. We commend the American Legion proposal of Universal Draft on the theory that its adoption will take the profit motive out of war, will be a mighty deterrent against war.

"The American Legion demands that in the event of war, all munition manufacturing be operated under Government supervision and licensing; that no munitions shall be shipped from this country to any other country at any time except with the knowledge and written approval of the Secretary of State of the United States and that the records thereof be made public in every detail; that some system of regulation, licensing, or prohibition of private munition manufacturing of war munitions be undertaken by the Federal Government."

It is indeed encouraging to find such a strong peace attitude in an organization as influential in moulding public opinion as is the American Legion.

Another important factor in the onward march of peace is the militant stand that church leaders are taking in this matter. They are declaring that as Christians they will have no part in any program which violates the principles enunciated by the Prince of Peace. They affirm that war is murder on a colossal scale and they refuse to be partners in any scheme that contemplates the wholesale destruction of human life. They are insisting on cooperation and good will instead of brutality and carnage in settling disputes that may arise among nations.

A wholesome international attitude is developing among thinking men and women in every walk of life, for they realize that the world is so constituted today that no nation can live economically aloof from the rest of the world. We exchange products with every country. We are one big family and any war between nations in one part of the world would effect every other nation, for no nation can live unto itself alone in our complex world.

In this article we have tried to show that there are many encouraging signs for those who are trying to work for world peace and better international understanding. The stakes are so great that we must expend every effort to attain our goal. Let us take renewed courage and push on with new enthusiasm, for the peace cause does move on!

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Secretary-Treasurer -- G. V. Bradshaw, Dexter

Executive Committee

W. W. Carpenter, University of Missouri
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J. R. Scarborough, State Department of Education
C. F. Scotten, Pettis County
G. Frank Smith, Holt County
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Professor W. W. Carpenter, Chairman

THEME OF THE MEETING

The Professionalization of the School Administrator

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Dr. A. G. Capps, Presiding
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10:00 Greetings from the University
Dean Theo. W. H. Irion, School of Education
10:15 Response
M. L. Coleman, President Missouri State School Administrative Association
10:20 Address, "The Challenge of 1960"
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11:10 Panel Discussion (Limited to five minutes each)

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Tiger Hotel
12:15

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A Christmas Project at the Marshall High School

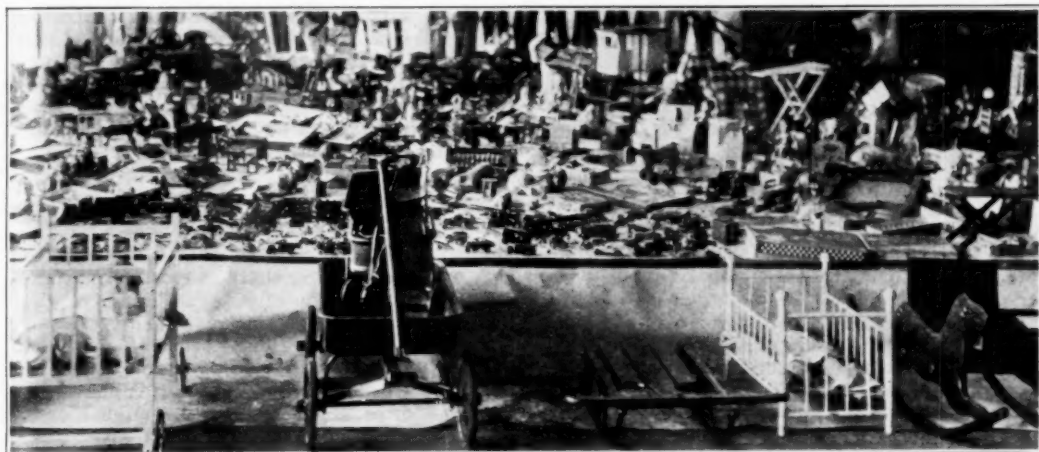
By Warren T. Kingsbury

AN EXTRA-CURRICULAR activity which we at Marshall High School believe to be eminently worth-while is that of collecting, rebuilding, and repainting discarded toys and distributing them on Christmas eve to those children in our community whose parents are unable to provide them with Christmas presents.

This activity had its start in our school in the fall of 1933. W. M. Westbrook, superintendent of schools, learned through some of his grade school teachers of the pitiful environment in which some of the children com-

part of the repairing and repainting of the toys, the entire school shared in the undertaking through contributions of toys, candy, fruit, and nuts to go into the Christmas stockings. That Christmas, 1933, more than four hundred children twelve years of age and under received three toys apiece and a sack containing a generous allotment of fruit, candy and nuts.

So successful was the project and so valuable to the community was it considered to be that the school was this year asked by the Chamber of Commerce and the Welfare Board



ing to school live. These are the children of the families on the relief roll. Many of their parents have been unemployed or on mere subsistence wages for months and, despite the efforts of the Welfare Board, life for these children has been a rather grim struggle against hunger and want with very little of the carefree gayety that is childhood's due.

Knowing that the facilities of the Welfare Board would be taxed to provide the bare necessities for these children and that their parents would not be able to provide them with any Christmas toys, it occurred to Mr. Westbrook that there must be many children in the schools with toys that they had outgrown and no longer played with. These toys, he thought, they would be glad to give to help bring pleasure on Christmas day to the children of these unfortunate families.

So he suggested to William H. Lyon, athletic director and manual training teacher, that the members of the high school football squad might like to help play Santa Claus to the poor children of Marshall.

Coach Bill Lyon thought it a good idea and he presented to his boys. They took it up enthusiastically and while they did the major

to again sponsor the plan.

This year, starting earlier and with the benefit of last year's experience, the activity was even more successful despite the fact that it was necessary to take care of some 540 children.

Coach Lyon started work early. He had found that even though the paint needed to refinish the toys was given by a paint manufacturer that money was needed to buy parts and materials needed to repair many of the toys and that more fruit and candy was required than had been donated.

Accordingly, his first step was to have a football game between the high school eleven and the alumni with the proceeds being placed in a fund for the use of this activity. More than ninety-five dollars was cleared at this game which, with a few cash donations from some of the children, proved more than sufficient to take care of all expenses.

This football game, which early focused public attention upon the undertaking, was followed up with steady publicity through the press and through the home room groups at the schools, stress being placed upon the value of the activity the preceding Christmas

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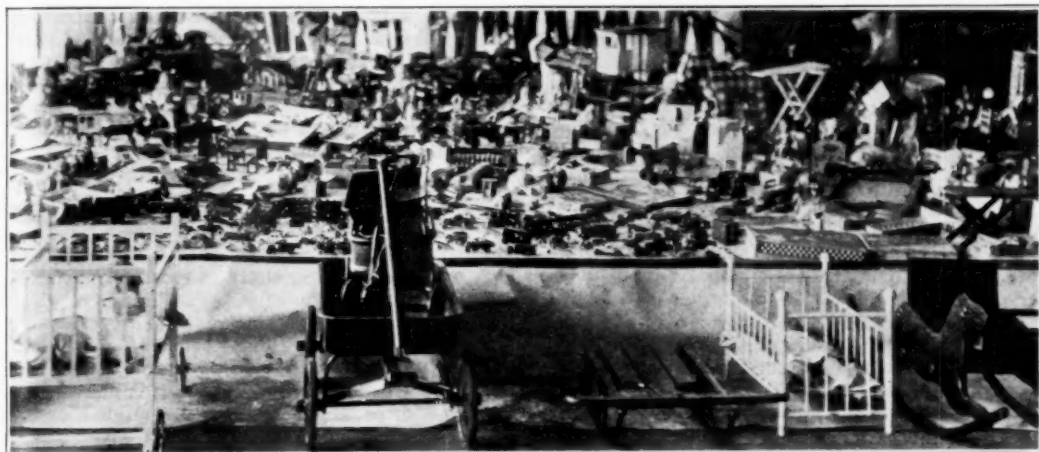
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This football game, which early focused public attention upon the undertaking, was followed up with steady publicity through the press and through the home room groups at the schools, stress being placed upon the value of the activity the preceding Christmas

and the greater need existing this year for additional toys.

As a result of this drive and a "toy matinee" at one of the motion picture theaters (the manager giving the use of the theater and furnishing a full length feature picture without charge—the school collecting a toy as admission) more than 2000 toys were obtained.

These old toys were repainted and repaired and the dolls were outfitted so that by Christmas everything was ready for distribution along with the 600 pounds of candy, 200 pounds of mixed nuts, 200 pounds of bananas, and 100 dozen oranges that had been purchased.

Distribution was handled by the fifty boys taking part in some form of athletics. Each athlete was assigned from ten to fifteen children to look after and a week before school was to dismiss for the holidays he was sent to call at the homes of these children and find what they wished for Christmas. Crippled children's wishes were first granted, then the requests of any children who were sick. After these children had been provided for each boy attempted to take care of the first choice ex-

pressed by his children. As there was a great variety of toys this was possible in nearly every case. Then the remaining toys were pro-rated so that, as far as possible, each child received gifts of about equal value and interest.

The candy, nuts, and fruit were then sacked up so that each child received a bag containing three-quarters of a pound of candy, a quarter of a pound of nuts, a banana, and two oranges.

Toys and bags were distributed on Christmas eve so that Santa Claus might put them where the children could find them when they awoke the following morning.

Every one in the school was made to feel that he had some part in the project either in helping collect and repair the toys or through a donation of some kind. As a result the school feels that not only have we rendered a worthwhile service to the community and to these children but that we have also instilled into the members of our student body a keener sense of their obligation to their fellow citizens and a desire to help build a better social order.

RUSSIA—Continued from page 24

is no over-work in Soviet Russia. They do not drive in the way which too frequently occurs in this country. The hours are moderate, a reasonable amount of rest. Meals are provided at noon at a very cheap rate. There is a park there where you can rest and smoke and chat and so the work doesn't take it out of you; it doesn't age you at all. Hence one-third of the 23,000,000 workers are women, and so a young man does not have to defer marriage five or six years beyond the time when Nature prompts him to marry, to seek a mate. He marries at eighteen or nineteen. But if you are going to let people marry at that age you have got to make divorce reasonably accessible because they haven't the judgment to pick a life partner. So divorce can be had on just about as easy terms as matrimony. Ten or fifteen minutes is all it requires.

Well, what do I think about that? I just don't know. I am ashamed to say that after forty-three years in sociology, I do not feel able to deliver an authoritative utterance on what I think will be the outcome of their family system. My opinion is it all depends upon how the Russian people utilize these new institutions. I came upon much evidence that they are using them in a rather conservative way; that young men who at the age of twenty-seven, we will say keep flirting about, have a wife and divorce her, and then another, are not much thought of. The same holds for young women. They lose the esteem of their fellow workers; they are regarded as not very serious people, not showing character. They think that after two or three experiments you

ought to find somebody you would live with the rest of your life. So there is generally a tendency to settle down after a bit and live your life with the one person just about the way we do. If they are going to use this freedom of matrimony and divorce in that way, it will probably work out pretty well. Anyhow they are not permitting the appalling offense of ignoring the sex impulses for six or seven years after its time of strongest onset as we are.

Now a word or two about their future. Of course I want you to understand that when they entered upon this process of social reconstruction after four years participation in the World War, and after three years civil war on top of that the devastation and economic exhaustion were terrible. They suffered civil war not at all because the capitalistic class was strong enough to withstand the people but because England and France and Japan got behind counter revolutions and tried to divide up Russia because if the British could break up this huge nation into a variety of states, then Britain would have a free hand in Asia, a free hand in the Yangtze Valley and India would be secure, they had "a sphere of influence" Persia, and they would have Istanbul and they would make of the British Empire such an aggregation as the world has never seen. Naturally Britain was under Kolchack, Denikin and Wrangel, terribly disappointed when finally the Bolsheviks beat off all these invading expeditions and Russia was once more a unified country. When in 1921 the upbuilding process began, Russia was nearly a wreck. No

Cont'd on page 34

A Project in Banking

by J. Howard Cheuvront

WHAT TEACHER has not had difficulty in teaching banking to the seventh grade arithmetic class? Motivation is difficult and there is no interest in the subject, as presented from the text in a mass of dry subject matter. Objectives are lost sight of as they are buried under a mass of simple and compound interest problems, or are reached through the doubtful plan of memorizing facts.

Having had trouble teaching this subject to several consecutive classes, a plan of presenting it through actual practice, with the help of a school bank, was tried. It proved to be a great improvement over the old recitation method of teaching the subject. Interest and motivation were easily secured throughout the project and the results obtained were most gratifying. The plan itself is very flexible and may be so organized as to extend through a period of from two to four weeks, depending on the time available and the objectives previously established. The following plan was used in our class in the Salisbury Grade school this year and proved very successful. The project covered a period of three and one-half weeks.

The main objectives of the project might be summed up in the following general objective:

To give to the individual, knowledge and appreciation of the services of the bank, in relation to the average citizen, and to teach such fundamentals and forms as would enable one to make full use of these services.

Steps in Organization

A president was selected whose duty it was to oversee and to manage the affairs of the bank. A competent pupil was selected for this position as there was much detail work to be done, either by this official or by the teacher. It was agreed that each class period would represent a six month period of banking operations, where borrowing or lending money was concerned. Then a suitable bank front was made from a couple of lathes and some card board with the name "Grade School Bank" across the front and with a cashier's window and a teller's window. The whole scheme was arranged to represent a cashier's cage and so constructed that it fit the top of the teacher's desk and could be put on and taken off as occasion demanded.

Next, copies of a check, featuring the Grade School Bank, were prepared from which the high school commerce class mimeographed enough checks with stubs attached, to supply each member of the class with twenty-four checks. These checks were mimeographed on common typing paper, four checks to the sheet, and were cut out and bound into attractive check books, using old check book covers as binders. Copies of deposit slips, notes, and bank statements were made on a duplicator

and bound into books. Several thousand dollars in "stage" money was obtained and the bank was ready for business.

Background Study

Before beginning actual operations of the bank however, a short study was made of its purpose, its many services to the average citizen, the wide use of the check as an instrument of credit, and the many bank forms, such as the check, deposit slip, check stub, promissory note, and the bank statement.

Banking Procedure

Before opening the bank each pupil was given a checking account of one thousand dollars and each selected a business through which different types of merchandise was sold to other members of the class, thus creating an incentive for writing checks and for carrying on business through the bank. On Monday the bank opened for business with two pupils as cashier and teller, these being changed each day in order that each pupil be given an opportunity to become acquainted with the banking side of the business, and with the members writing checks, depositing money or borrowing money as occasion demanded.

A record of all checks written and all deposits made was kept by each member on the check stubs and by the bank on the bank statements. Each check presented at the bank was cancelled and recorded on the bank statement preparatory to return to the proper pupil as a cancelled check. During the first four days emphasis was placed on filling in and endorsing checks properly, on filling in deposit slips and notes and on properly filling in the check stubs. On Friday each pupil received his or her cancelled checks and a bank statement, listing all checks cashed and all deposits made. That day was spent in comparing bank statements and check stubs and in correcting such mistakes as occurred in each. No pupil was allowed to continue business until the balance shown by the check stubs was the same as that on the bank statement. At this stage, time was taken to explain the functions of the "clearing house" and to give a short account of its origin and its growth. Not much emphasis was placed on this phase of the work, however, since it is not so closely connected with the banking practices of the average individual.

On Monday a short ten minute sketch was given by five members of the class in which they demonstrated the use of the check as an instrument of credit. One of the group wrote a check for fifty dollars with which a purchase was made of fifty dollars worth of merchandise. The new owner of the check in turn, after proper endorsement, used it to purchase a like amount of merchandise until the check had been used to turn some three hundred

and the greater need existing this year for additional toys.

As a result of this drive and a "toy matinee" at one of the motion picture theaters (the manager giving the use of the theater and furnishing a full length feature picture without charge—the school collecting a toy as admission) more than 2000 toys were obtained.

These old toys were repainted and repaired and the dolls were outfitted so that by Christmas everything was ready for distribution along with the 600 pounds of candy, 200 pounds of mixed nuts, 200 pounds of bananas, and 100 dozen oranges that had been purchased.

Distribution was handled by the fifty boys taking part in some form of athletics. Each athlete was assigned from ten to fifteen children to look after and a week before school was to dismiss for the holidays he was sent to call at the homes of these children and find what they wished for Christmas. Crippled children's wishes were first granted, then the requests of any children who were sick. After these children had been provided for each boy attempted to take care of the first choice ex-

pressed by his children. As there was a great variety of toys this was possible in nearly every case. Then the remaining toys were pro-rated so that, as far as possible, each child received gifts of about equal value and interest.

The candy, nuts, and fruit were then sacked up so that each child received a bag containing three-quarters of a pound of candy, a quarter of a pound of nuts, a banana, and two oranges.

Toys and bags were distributed on Christmas eve so that Santa Claus might put them where the children could find them when they awoke the following morning.

Every one in the school was made to feel that he had some part in the project either in helping collect and repair the toys or through a donation of some kind. As a result the school feels that not only have we rendered a worthwhile service to the community and to these children but that we have also instilled into the members of our student body a keener sense of their obligation to their fellow citizens and a desire to help build a better social order.

RUSSIA—Continued from page 24

is no over-work in Soviet Russia. They do not drive in the way which too frequently occurs in this country. The hours are moderate, a reasonable amount of rest. Meals are provided at noon at a very cheap rate. There is a park there where you can rest and smoke and chat and so the work doesn't take it out of you; it doesn't age you at all. Hence one-third of the 23,000,000 workers are women, and so a young man does not have to defer marriage five or six years beyond the time when Nature prompts him to marry, to seek a mate. He marries at eighteen or nineteen. But if you are going to let people marry at that age you have got to make divorce reasonably accessible because they haven't the judgment to pick a life partner. So divorce can be had on just about as easy terms as matrimony. Ten or fifteen minutes is all it requires.

Well, what do I think about that? I just don't know. I am ashamed to say that after forty-three years in sociology, I do not feel able to deliver an authoritative utterance on what I think will be the outcome of their family system. My opinion is it all depends upon how the Russian people utilize these new institutions. I came upon much evidence that they are using them in a rather conservative way; that young men who at the age of twenty-seven, we will say keep flirting about, have a wife and divorce her, and then another, are not much thought of. The same holds for young women. They lose the esteem of their fellow workers; they are regarded as not very serious people, not showing character. They think that after two or three experiments you

ought to find somebody you would live with the rest of your life. So there is generally a tendency to settle down after a bit and live your life with the one person just about the way we do. If they are going to use this freedom of matrimony and divorce in that way, it will probably work out pretty well. Anyhow they are not permitting the appalling offense of ignoring the sex impulses for six or seven years after its time of strongest onset as we are.

Now a word or two about their future. Of course I want you to understand that when they entered upon this process of social reconstruction after four years participation in the World War, and after three years civil war on top of that the devastation and economic exhaustion were terrible. They suffered civil war not at all because the capitalistic class was strong enough to withstand the people but because England and France and Japan got behind counter revolutions and tried to divide up Russia because if the British could break up this huge nation into a variety of states, then Britain would have a free hand in Asia, a free hand in the Yangtze Valley and India would be secure, they had "a sphere of influence" Persia, and they would have Istanbul and they would make of the British Empire such an aggregation as the world has never seen. Naturally Britain was under Kolchack, Denikin and Wrangel, terribly disappointed when finally the Bolsheviks beat off all these invading expeditions and Russia was once more a unified country. When in 1921 the upbuilding process began, Russia was nearly a wreck. No

Cont'd on page 34

A Project in Banking

by J. Howard Cheuvront

WHAT TEACHER has not had difficulty in teaching banking to the seventh grade arithmetic class? Motivation is difficult and there is no interest in the subject, as presented from the text in a mass of dry subject matter. Objectives are lost sight of as they are buried under a mass of simple and compound interest problems, or are reached through the doubtful plan of memorizing facts.

Having had trouble teaching this subject to several consecutive classes, a plan of presenting it through actual practice, with the help of a school bank, was tried. It proved to be a great improvement over the old recitation method of teaching the subject. Interest and motivation were easily secured throughout the project and the results obtained were most gratifying. The plan itself is very flexible and may be so organized as to extend through a period of from two to four weeks, depending on the time available and the objectives previously established. The following plan was used in our class in the Salisbury Grade school this year and proved very successful. The project covered a period of three and one-half weeks.

The main objectives of the project might be summed up in the following general objective:

To give to the individual, knowledge and appreciation of the services of the bank, in relation to the average citizen, and to teach such fundamentals and forms as would enable one to make full use of these services.

Steps in Organization

A president was selected whose duty it was to oversee and to manage the affairs of the bank. A competent pupil was selected for this position as there was much detail work to be done, either by this official or by the teacher. It was agreed that each class period would represent a six month period of banking operations, where borrowing or lending money was concerned. Then a suitable bank front was made from a couple of lathes and some card board with the name "Grade School Bank" across the front and with a cashier's window and a teller's window. The whole scheme was arranged to represent a cashier's cage and so constructed that it fit the top of the teacher's desk and could be put on and taken off as occasion demanded.

Next, copies of a check, featuring the Grade School Bank, were prepared from which the high school commerce class mimeographed enough checks with stubs attached, to supply each member of the class with twenty-four checks. These checks were mimeographed on common typing paper, four checks to the sheet, and were cut out and bound into attractive check books, using old check book covers as binders. Copies of deposit slips, notes, and bank statements were made on a duplicator

and bound into books. Several thousand dollars in "stage" money was obtained and the bank was ready for business.

Background Study

Before beginning actual operations of the bank however, a short study was made of its purpose, its many services to the average citizen, the wide use of the check as an instrument of credit, and the many bank forms, such as the check, deposit slip, check stub, promissory note, and the bank statement.

Banking Procedure

Before opening the bank each pupil was given a checking account of one thousand dollars and each selected a business through which different types of merchandise was sold to other members of the class, thus creating an incentive for writing checks and for carrying on business through the bank. On Monday the bank opened for business with two pupils as cashier and teller, these being changed each day in order that each pupil be given an opportunity to become acquainted with the banking side of the business, and with the members writing checks, depositing money or borrowing money as occasion demanded.

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dollars worth of business without the use of any other medium of exchange.

On Tuesday and Wednesday business was resumed and by this time several members of the class were running very short of money and were applying at the bank for loans or applying at the "stores" for credit. On Thursday another sketch was given by six pupils in which one member of the class went on a spending spree, buying on credit from each of five establishments after which she was asked repeatedly, by her creditors, for the settlement of her account. This she could not make and was finally forced to apply at the bank for a loan, where she should have obtained her credit in the first place. The loan was granted only after she had induced two of her associates to sign the note as co-signers. Thus thrift and good business practices were emphasized and another services of the bank demonstrated. On Friday, Monday, and Tuesday banking operations were resumed with the pupils writing and cashing checks, making deposits and borrowing money.

A Bank Failure

On Wednesday the climax of the whole project was reached. Five pupils were instructed to withdraw their deposits from the bank in the form of cash. They were further instructed to go about this quietly in order that no one's suspicions be aroused. This they did and eventually exhausted the bank's cash reserve and forced it to close its doors. "A bank

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Reorganization

The next day the depositors met and reorganized the bank, each putting into the new bank an amount equal to one-half of his or her total deposits in the old bank and business was resumed. On Tuesday of the next week the bank closed and bank statements were again issued. The next day was spent in checking over check stubs in which several mistakes were corrected and we took up another unit of work.

The interest shown in this project, was remarkable. Instead of this subject being one of the most difficult to teach, it had become one of the easiest and one of the most interesting.

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RUSSIA—Continued from page 32

wonder we must give them time to recuperate.

Now a word about their attitude toward war. They know perfectly well that every cannon bought and every submarine assembled in the world is on the pretense of "national defense" that goes across with your own people but every other people laughs at it. No statesman takes the slightest stock in the professions of other nations that their "preparedness" is in the interests of national defense. So everybody is perfectly sure all of the other powers are lying, but there is one country that apparently means it when they say they are going to pursue a policy strictly of defense. The Russians have many thousand fliers. They know perfectly well it is ridiculous to have compulsory military training, to train great masses of men; they all know in the war to come it will be a fight to protect their borders from airplanes; they know future wars can be fought in the air and fought under the water. So they are not going in for a vast army. Japan is acting exceedingly offensive and irritating toward them but they propose to keep their temper and wait until their territory is actually invaded and then they are going to show the Japanese militarists a few things that may surprise them.

What should be our attitude toward Soviet Russia? Why, simply the attitude of watchful waiting. Owing to our past having been so profoundly different from the past of the Russian people, owing to our having had a democracy and what goes with that for three or four generations more than they, whatever adjustments may be found necessary here (and we have to confess that our capitalistic system is twenty per cent a failure when there are twenty per cent of the people that cannot be employed by it, whereas Soviet Russia has no unemployment) will be brought about otherwise than by violent revolution. Our paths of advancement are going to be so different from theirs and our techniques are going to be so different that I do not recommend that we should borrow anything from Soviet Russia. But I should suggest we had better watch and see what we can learn. I suggest that if in the next seven years Soviet Russia makes progress equal to what she had made the past seven years there isn't an intelligent person on the globe that will not feel obliged to take stock of what is happening in Soviet Russia.

Some Important Items for an Inventory of Education

Olive Gray

IMPORTANT business enterprises, at this season, take an invoice to find out in detail their business standing, and to determine what they should undertake for the future. Education being the most important single enterprise carried on by the State of Missouri, is not every public-minded person concerned that there be an inventory of it, too? What do we have in education? What is it worth? What do we lack? Should what we lack be secured? What should we discard in planning for the future?

A complete list of items could not be given within the limits of publication space; yet some items which are suggestive and important, even though they are incomplete, may serve a useful purpose in making a mental or an actual inventory of education within this State. The purpose of the list being to suggest fact-finding and appraisal-making, it seems well to express the items as questions. No doubt some of the questions can not be answered with finality; but thinking about them may be useful nevertheless. Since the situation itself compels thoughtfulness about finances in education no items are included under that important phase.

SOME IMPORTANT ITEMS CONCERNING ORGANIZATION AND ADMINISTRATION

A planned, unified scheme—Does Missouri have a deliberately planned and unified scheme in which it consistently co-ordinates all the formal education which the State carries on at the respective levels of learning?

Formulated objectives—Has the State set up clear-cut purposes to be achieved by the system as a whole and by the respective parts of the system? Do those participating in the carrying on of the work practically all know what these purposes are and seek understandingly to achieve them?

Division of labor—Have definite distinctions been formulated as to the functions of the respective agents in the State program—the functions of the elementary schools, of the high schools, of the State Colleges, of the State University, of the State Department of Education?

Purposeful single-mindedness—Does each of the respective agents, named in the preceding paragraph, accept its own functions as being worthy of expertness, and regard them as the equal of the functions of any other of the agents in service to the State and in professional credit? Can recognition for fine achievement be attained without promotion away from the work in which expertness has been reached? Among these agents carrying on the State System of Education are conflict of purposes, overlapping of functions, competition for dominance, funds, or numbers, and other extraneous efforts kept down sufficiently

to prevent waste and dissipation of energies? Do these agents do intensive, cooperative work in trying to achieve an accepted program for the State System of Education?

Effectuating the State Program—Is there an expert central co-ordinating authority which is responsible for the efficient execution of the total program of education in the State? Is that authority removed from the need of political time-serving? Are the helpers in the State Department technical experts in the tasks that are assigned to them? Have the helpers insight into the social functions of education? Do they compare favorably with the best members of the faculties of the State Colleges in experience, technical preparation for the work they do, general culture, and social understanding? Have they both the ability and the disposition to aid as well as to inspect in helping to achieve the State program for education?

Efficient city and county administration—Does the State require a Certificate in Administration for school superintendents? What are the purposes of such a certificate? What should be the requirements for it? By whom should it be issued if one should be required? What difficulties or objections are there to such a certificate? Should County and City superintendents be expected to have scholarship enough in non-technical fields of knowledge to inspire the best pupils of the schools? Should it be expected that they will be able to exercise some intellectual leadership among the more cultured people of their community? Do most of the superintendents have adequate understanding about the social outcomes of education? Do practically all of them have enough technical training for administering schools to be efficient in that respect? Are superintendents reasonably well protected from demagogic and political interference with their soundest efforts? Is more safe-guarding of the schools from such obstacles to good education needed? If so, how can it be secured? Are there any superintendents who, although indifferent or incompetent, are accepted because communities have no ability to replace them with better ones? Do the election, tenure, and practices of city and county superintendents need to be more effectually removed from politics than they are at present in some communities of Missouri? What has been the experience of other states in attempting to do so?

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RUSSIA—Continued from page 32

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ship? Do some of them lack maturity of attitude in respect to their responsibilities to the children and to society? Do the circumstances permit of considerably raising the quality of the teaching personnel in Missouri with only the expenditure of about the same amount now being spent? If this is needed and is possible what measures would best accomplish it?

Certification and teacher training: two State instruments for improving education—By how many different authorities may teachers' licenses be granted in Missouri? What practical measures concerning certification would centralize responsibility for the quality of teaching personnel in the State? What relation, if any, should be observed between the number of certificates issued by the State and the number of teaching positions of the kinds for which the licenses are issued? Should there be some relation established between the number of teaching positions and the number of persons accepted for technical teacher training in the State Colleges? Would more rigid requirements before being allowed to enter upon courses of training specifically for teaching, and again imposed at intervals before being allowed to pursue such courses to completion, together with a short probationary period, perhaps followed by permanent teaching tenure, and maybe accompanied by controlled placement within the State, result better for teachers? Would it result in better public schools? By curtailing teacher training for those apparently unsuited to teach would it reduce waste in the training of teach-

ers, and reduce waste to society through vocational maladjustments? Would such an arrangement give the State longer and better service from the persons whose training it provides for and mostly pays for?

Trained supervision of teaching—What per cent of the teachers of Missouri have aid and guidance from a person specifically trained to observe teaching understandingly, to analyze teaching situations clearly for teachers (individually and in groups), to lead teachers to sane self-evaluation of their instructional undertakings, and to aid in those instructional matters with which teachers need assistance, encouragement, or correction? Should such supervision of instruction be increased within the State? If so, how? Should it be a local matter only, a State matter, or a joint State and local undertaking?

If the purely managerial tasks of the County Superintendency could be reallocated in some effective way would it be better to use part of the funds to secure supervision of instruction and training of teachers in service by persons specifically trained to supervise teaching? What would probably be the effect on education in rural schools and smaller towns? How could supervision of instruction be kept on a professional basis, free from the need for demagogic subterfuges and kept uninterfered-with by politics? Should a Certificate in Supervision be required of those who serve as supervisors of instruction? If so, how should it differ from a teacher's certificate and from a Certificate in Administration?

A VALEDICTION—Continued from page 26

passage that delighted him, he wrote it down on a piece of wood, or on the shovel. Then he would memorize the passage and repeat it over and over again. He did most of his reading and studying at home, for all of his school days put together would not make a year. Of the books he read during boyhood, three seem to be outstandingly important. These were the Bible, "Pilgrim's Progress," and "Æsop Fables." Surely it is better to know a few books well, than it is to have a bowing acquaintance with many, such as we have today.

Sometimes on rainy days, I brush the dust off of my mother and father's old school books, and read again the pages they have read so many times before me. And always I marvel at the stress that was placed, in that day, upon upright character, rugged honesty and faith in God. One of our prized possessions is a McGuffey's Fifth Reader. Here are some of the titles of material taken from that reader and read in the schools of my parents' day: "Character of Napoleon Bonaparte; Character of Mr. Pitt; Character of Louis xiv; Character of the Puritans; Character of La Fayette;

Character of Cardinal Wolsey; Character of Columbus." The various titles of a religious nature are these: "Paul's Defense Before King Agrippa; Elijah; Elijah at Mount Horeb; The Poetry of the Bible; The Baptism; Observance of the Sabbath; God Blesses the Industrious; The Hour of Prayer; God is Everywhere; The Justice and Power of God; The Church Yard; God the Author of all Things; Psalm xxvii; God the Defense of His People." Who, I ask, today, ever sees the name of God mentioned in a school reader? Such titles as these, merely serve to remind us of how far we have wandered away from the things that really matter. Truly, many of those who call themselves educators, have strained at the gnat and swallowed the camel!

But let me remind you again, if you really exist, my dear Imaginary Reader, that I am not to be counted as among those who really know. Yet feeling as I do, about the situation, the only action left for me to take is to bid a long farewell to the profession of teaching. And that I do without one tremor of regret!

Progressive Music Education

MARY KAY STAMPER

EDUCATION, it seems to me, is at the cross roads. Apparently we have been headed in the wrong direction and it is now a question of which way to turn. New theories are being advanced, accepted, and tested. As in all new fields of endeavor there are the radicals who can see no existing good in the old system—there are the ultra-conservatives who can see no gain in anything new. There is a danger that the pendulum will swing from one extreme to the other. Our job as educators is to take the best of the old and supplement it with the best of the new. Progress is continuous change and adaptation. Change and growth are not magical. They are gradual.

Someone has suggested that "Good schools must ever be, to a certain extent, an experiment." Because of changing society, school problems cannot be solved and systematized but must ever be adjusted to existing needs. Teachers must always be considering new plans, developing new modes and working out techniques.

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ship? Do some of them lack maturity of attitude in respect to their responsibilities to the children and to society? Do the circumstances permit of considerably raising the quality of the teaching personnel in Missouri with only the expenditure of about the same amount now being spent? If this is needed and is possible what measures would best accomplish it?

Certification and teacher training: two State instruments for improving education—By how many different authorities may teachers' licenses be granted in Missouri? What practical measures concerning certification would centralize responsibility for the quality of teaching personnel in the State? What relation, if any, should be observed between the number of certificates issued by the State and the number of teaching positions of the kinds for which the licenses are issued? Should there be some relation established between the number of teaching positions and the number of persons accepted for technical teacher training in the State Colleges? Would more rigid requirements before being allowed to enter upon courses of training specifically for teaching, and again imposed at intervals before being allowed to pursue such courses to completion, together with a short probationary period, perhaps followed by permanent teaching tenure, and maybe accompanied by controlled placement within the State, result better for teachers? Would it result in better public schools? By curtailing teacher training for those apparently unsuited to teach would it reduce waste in the training of teach-

ers, and reduce waste to society through vocational maladjustments? Would such an arrangement give the State longer and better service from the persons whose training it provides for and mostly pays for?

Trained supervision of teaching—What per cent of the teachers of Missouri have aid and guidance from a person specifically trained to observe teaching understandingly, to analyze teaching situations clearly for teachers (individually and in groups), to lead teachers to sane self-evaluation of their instructional undertakings, and to aid in those instructional matters with which teachers need assistance, encouragement, or correction? Should such supervision of instruction be increased within the State? If so, how? Should it be a local matter only, a State matter, or a joint State and local undertaking?

If the purely managerial tasks of the County Superintendency could be reallocated in some effective way would it be better to use part of the funds to secure supervision of instruction and training of teachers in service by persons specifically trained to supervise teaching? What would probably be the effect on education in rural schools and smaller towns? How could supervision of instruction be kept on a professional basis, free from the need for demagogic subterfuges and kept uninterfered-with by politics? Should a Certificate in Supervision be required of those who serve as supervisors of instruction? If so, how should it differ from a teacher's certificate and from a Certificate in Administration?

A VALEDICTION—Continued from page 26

passage that delighted him, he wrote it down on a piece of wood, or on the shovel. Then he would memorize the passage and repeat it over and over again. He did most of his reading and studying at home, for all of his school days put together would not make a year. Of the books he read during boyhood, three seem to be outstandingly important. These were the Bible, "Pilgrim's Progress," and "Æsop Fables." Surely it is better to know a few books well, than it is to have a bowing acquaintance with many, such as we have today.

Sometimes on rainy days, I brush the dust off of my mother and father's old school books, and read again the pages they have read so many times before me. And always I marvel at the stress that was placed, in that day, upon upright character, rugged honesty and faith in God. One of our prized possessions is a McGuffey's Fifth Reader. Here are some of the titles of material taken from that reader and read in the schools of my parents' day: "Character of Napoleon Bonaparte; Character of Mr. Pitt; Character of Louis xiv; Character of the Puritans; Character of La Fayette;

Character of Cardinal Wolsey; Character of Columbus." The various titles of a religious nature are these: "Paul's Defense Before King Agrippa; Elijah; Elijah at Mount Horeb; The Poetry of the Bible; The Baptism; Observance of the Sabbath; God Blesses the Industrious; The Hour of Prayer; God is Everywhere; The Justice and Power of God; The Church Yard; God the Author of all Things; Psalm xxvii; God the Defense of His People." Who, I ask, today, ever sees the name of God mentioned in a school reader? Such titles as these, merely serve to remind us of how far we have wandered away from the things that really matter. Truly, many of those who call themselves educators, have strained at the gnat and swallowed the camel!

But let me remind you again, if you really exist, my dear Imaginary Reader, that I am not to be counted as among those who really know. Yet feeling as I do, about the situation, the only action left for me to take is to bid a long farewell to the profession of teaching. And that I do without one tremor of regret!

Progressive Music Education

MARY KAY STAMPER

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In Music, as in other subjects, it is desirable that each lesson be a pleasurable experience for the pupil. Only in such situations is that whole-hearted interest present which is essential to growth. Thus it becomes necessary that the teacher know not only the subject-matter which she is to teach but also what interest, native or acquired, lie available in the child nature and how these may be stimulated, guided, and directed in order to bring about the maximum growth in the aforementioned powers, viz.; Vision, Direction, Appraisal, Control, Generalization, Interpretation, and Cooperation.

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Mary Holbrook

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In Mr. Miller's vision of the schools of the future, he sees both the handicapped and the brilliant child better provided for; a closer connection between instruction in the school and life; an improvement in the physical make-up of the pupils; provisions in the schools for adult education; and to accomplish these ends more money through state and federal aid.

As a result of these improvements, Mr. Miller dreams of a community of citizens, who, because of their advantages, will continue to improve themselves as long as they live, that they may better enjoy life and give greater service to their community.

"To be bigger than anything that can happen to you," has been Mr. Miller's working philosophy. That he has lived by it and that it has served him well, is attested by his accomplishments.

That the future of Normandy Schools is well placed in his hands the people of Normandy District met to testify on Tuesday evening, December 4, when all the Parent-Teacher Associations, Mothers' Clubs and Fathers' Clubs held a district-wide rally to express apprecia-

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Training for Civic and Political Responsibility

By JOHN V. BURLEND,
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A FEW YEARS ago it was customary to lament the fact that Americans in general and students in particular were indifferent to the political and economic problems of the day. Despite the best efforts of teachers, your people were inclined to dismiss the problems of government as too remote to genuinely concern them. The economic and social convulsions of the last five years have changed all that. Pupils may be ill informed, they may have fantastic ideas of reform, but they are alert to the new tempo. The problem is, therefore, not to stimulate interest; it is to direct that interest into constructive channels.

To a large extent, past apathy was the result of an over-emphasis upon money-getting. Our best students were concerned, not with a solution of the ever-mounting problems of mankind, but with the accumulation of private fortune. Their hopes in that direction have been thwarted by the events of the last few years; they are aware that graduation will plunge them into a chaotic society that will not welcome their intrusion. Therefore, they have become increasingly interested in the causes of our predicament and are anxious to make themselves felt in constructing a society that will be free from the confusion of the present. The situation presents certain encouragement and some dangers.

Interest in government may take forms that are as unpleasant as they are disastrous. It must be remembered that the Nazi revolution was a young man's movement and that it was preceded by a violent, almost hysterical, preoccupation with governmental theories. It is not, therefore, enough that we survey with satisfaction a revival of interest in things political and economic. The challenge to the schools of America today is to harness and direct that enthusiasm into channels that are essentially American and democratic.

There are few of us, I imagine; who would maintain that democracy is a perfect form of government. The fact that we have delegated a large part of the authority of government into the hands of the executive and that, thus far, that concentration of power has met general approval, is ample proof of a degree of uncertainty. But we are less convinced of the efficacy of the rival political systems and would be unwilling to exchange our own imperfections for the current European hysteria, be it Fascism or Communism. Until a more acceptable form of government is discovered, it is the duty of the educators of America to uphold and maintain the democracy which we possess.

It does not follow that we pretend that we have reached the end of the road. Democracy must adjust itself to conditions of the modern

world; it must be alert and dynamic or it will be swept into the same oblivion that engulfed feudalism and absolute monarchy. We must constantly re-examine the foundations and the superstructure of our own institutions. The best means of meeting criticisms is to anticipate, admit the defect, and correct it before it becomes too gross to mend. Upon such terms democracy can meet the attack of any political doctrines; without such an attitude, it becomes defenseless and falls of its own weakness.

Fascism and Communism have not hesitated to employ the schools as an instrument of propaganda intended to perpetuate the existing order. Democracy must not hesitate to imitate that example, but with this difference: the school system of America must not become the creature of political parties or of creeds. By refusing to hear more than one side of an issue, the dictators have exhibited their own weakness; they fear comparison. We who believe in democracy are not afraid to compare it with any other system in the world, and we believe that a classroom may well be a better place for comparisons than the drug store or the barber shop. Let us in the next few years teach democracy, not as a formal and academic tracing of the process of government, but as a militant and aggressive political doctrine, obtaining its position from its own past achievements and its promises of even greater fulfillment in the future, and not from sanctions of the past. American children have inherited the pragmatism of their parents and are unimpressed by a compilation of authorities. To survive, an institution must justify itself by a satisfactory performance.

No form of democratic government has been less successful than local government. Let us teach more of municipal problems, problems of taxation, of law enforcement, of housing, and of the control of utilities. The present tendency, not only in the United States but in the world, is to displace local responsibility in favor of centralized control. It must be apparent to all that the removal of the citizen from the duties of government must result in a loss of liberty, yet it is no less apparent that a continuation of the present bankrupt status of city government can bring no other solution.

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In Mr. Miller's vision of the schools of the future, he sees both the handicapped and the brilliant child better provided for; a closer connection between instruction in the school and life; an improvement in the physical make-up of the pupils; provisions in the schools for adult education; and to accomplish these ends more money through state and federal aid.

As a result of these improvements, Mr. Miller dreams of a community of citizens, who, because of their advantages, will continue to improve themselves as long as they live, that they may better enjoy life and give greater service to their community.

"To be bigger than anything that can happen to you," has been Mr. Miller's working philosophy. That he has lived by it and that it has served him well, is attested by his accomplishments.

That the future of Normandy Schools is well placed in his hands the people of Normandy District met to testify on Tuesday evening, December 4, when all the Parent-Teacher Associations, Mothers' Clubs and Fathers' Clubs held a district-wide rally to express apprecia-

tion to Mr. Miller for his long and devoted service.

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And if that procedure continues, if we continue to acclaim the merely wealthy as worthy of emulation, if we continue to permit our outstanding students to follow after private gain as the only means of being successful, we are doing all that we can to perpetuate the existing selfish order that has repudiated progress.

The students now in our classrooms are going to make history in a few years. Whether they turn from democracy as a failure, because it cannot adapt itself to a changing world, depends to a large extent upon what we as teachers actually do for them and to them during their school days. If our present students turn upon culture and progress, as the post-war generations have in Europe, if we return to that rule that might alone makes right, then we, the teachers of America, cannot escape a measure of responsibility for that result.

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Programs for Parents

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Memorization is Not Education

Again and again teachers say that parents do not appreciate a program portraying creative efforts. We must remember that not only parents, but many teachers, still must learn to accept the point of view that mere memorizing is not educational. Learning goes on while the group struggles to produce a program which will interest the audience. When the program reaches the stage of development where the children have decided finally on the routine, when only practice is left to be done, most of the educational value has been drained from that situation. There remains only the audience-situation value which entails the child's forgetting himself in his effort to put the idea over to the audience.

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simple dialogue, costumes, and scenery. The play proved so popular it was given before several audiences. At one of these assemblies the teacher felt it was necessary that the audience understand the work in the classroom which stimulated the development of this play. In describing the classroom situation she gave the audience a very definite idea of the values in terms of child development which are involved in a worthwhile unit.

A second grade group was asked to contribute toward a February program for a woman's club in the community. The teacher was convinced that no program was worthwhile which had to be superimposed on the regular primary day. In their play and rhythm class eight girls practiced their version of the minuet. They had been informed it was a dance popular at the time of Washington; that the ladies wore full skirts and high heels; that they curtsied low. It was easy to make up a stately dance when one imagined one wore full skirts and high heels.

The program finally presented showed classroom work. Further, in several cases, there were very good reasons why it was considered important that certain children have an opportunity to appear before an audience. The introduction of the program gave to the audience the following information:

One little girl who read widely but showed little interest in audience reading was asked to read a story about Washington which she had found in a first reader. In order to do very well she had to practice reading orally. One little boy had been accustomed to thinking of others as being better readers than he. Several months of hard work were rewarded when he was invited to read a story for this assembly. The third child was asked to read because all the children in the group considered her a good reader and knew the audience would enjoy her.

Because the idea behind patriotism is difficult for small children, the group planned a report on citizenship rules which they had developed through the year. The child who gave the report was chosen because she would talk loudly enough so that the audience would understand. Since the entire group had taken responsibility in selecting participants, it seemed best they go as a group to the club rooms in order that they might judge as to the success of the enterprise. This program, with no explanation, would have been of little interest to the audience. However, as it was carried out, the teacher had furthered the interest of the community in the classroom work of the school.

An Introductory by the Teacher

Following is an introductory talk to parents given by a teacher of a primary school of three grades: "We feel that this play is of high educational value because it is thoroughly the children's play. Not only will they present it, they have planned, directed, and or-

ganized the whole thing. When they decided to dramatize a story, they began to look about for a suitable one. The children themselves conducted this search, which they confined to fairy stories, having decided that this was the type they preferred. A total of about twenty fairy stories was read, both in class and when the children had spare time. The most promising ones were discussed at length in class and approved or rejected. When our story was finally selected by majority vote of the class, the next step was to adapt it to our purpose—to make it simple enough for us to present. This, too, was done by the children. They chose the characters, the director, and the costume manager. They planned and made most of the Chinese costumes in art class. They made the panels and various pieces of the stage setting. The children kindly offered to bring some furnishings from home.

"We have not memorized our parts. We have avoided doing so. We feel that when a play is memorized, learning the words and carrying out the arbitrary plans of the author becomes an end in itself. Memorizing makes it an automatic thing. Other than the memorizing, there is no learning on the part of the child. We want this play to be rather a means to an end—a means of developing self-expression, originality, and responsibility in the children. The end, of course, being progress and growth on the part of the children.

"For this reason we have changed, remodeled, and revised continually, encouraging the children to make suggestions and to offer their own ideas. Always have we tried to consider any and every child's suggestions. This means that we have not had any two practices alike. I expect and hope that the dramatization this afternoon will be different in some way from all the preceding ones; that will mean that some child has had a different idea or given a different interpretation to the story.

"If your child pauses, searches for words or changes his mind about a way of doing something, right in the middle of the play, please don't feel that he has made a mistake. Rather it will mean that he is thinking and meeting the situation as best he can; he is not automatically responding, but he is rising, in the best way he can, to the occasion. I'm sure, now, that you won't be expecting a finished production. We have done our best to avoid that."

Programs Reveal Child's Traits

Preparation for programs reveals many traits in children which otherwise would be difficult to discern. The desire to be in the limelight shows. An explanation can draw the attention of the parents to the omission of individuals' names from the printed program. The child must learn to forget himself and work for the success of the undertaking. He must discover that the stage manager and director are often much more important than the actors. A little girl dressed in her best

for an assembly remarked, "Everyone thinks I look so cute in this dress." There is the problem which makes assembly work valuable. Here is the result we shall work for: A child refused several parts in a play which the children were writing. He said, "Now I want to be stage manager. I have had parts in other plays. I think it will be good work for me."

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community in the undertaking of the school. We should laud that elementary school which condemns programs consisting of inferior ready-made plays acted by artificial puppets, frightened and tense in trying to remember their artificial sentences. It is important that these enterprising teachers remember that the public is still in need of explanation and evaluation of a pupil-planned program.

First Grade Arrangement at Pershing School University City

(Contributed)

IN THE FIELD of administration an interesting arrangement may be found in the system that has been inaugurated as an experiment by the teachers and the principal, Mr. Carl Ilgen, of the Pershing School, University City, Mo. This system was introduced as a result of dissatisfaction experienced in the traditional arrangement of classes in the first grade.

The enrollment in the first grade at Pershing School has always averaged between 90 and 100 pupils for both sections, 1B and 1A, for which three teachers are necessary to conduct the classwork. Under the old plan one teacher would be assigned to a 1B group which would consist of pupils ranging from the lower strata of ability to the middle strata of ability. Another teacher would be assigned to the 1A section composed of a similar range of pupils with respect to pupil ability. A third teacher would have charge of the highest strata of pupils according to ability in both 1B and 1A sections. This would be a combination room. The division in 1B would be primarily on Detroit First Grade Intelligence Test results and resulting success in reading as determined by teachers marks. The division in the 1A sections would be based on pupil success in reading as a result of teachers marks. It was found that the old system did not afford the teacher the opportunity to give as much individual attention to the less motivated pupils as was desirable. Although groups within each section were subdivided homogeneously according to ability and success in reading, the system invariably resulted in two of the teachers having groups in the lower two-thirds of ability. The entire efforts of these two teachers would necessarily have to be directed toward teaching average and below average pupils.

The new arrangement is this. Each of the three teachers has a combination 1B and 1A section. One teacher has a combination of the lowest strata of the 1B's and the highest of the 1A's. As a concrete example, teacher

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In this manner, with additional groupings in those divisions larger than 10 in number, more homogeneous sections are provided. The lowest sections in ability are kept small. In this way the teacher is permitted to give more attention to the lowest groups because the other section assigned to her is composed of pupils of the highest ability and more or less self motivated.

The teachers of Pershing School feel that this system will be of value for pupils who have absented themselves from school due to illness or have failed to continue due to previous preparation at the rate of progress maintained by the group. Pupils are shifted to the section in which they will receive the most attention and in which they may retrieve lost ground and then placed where they can continue at their own normal rate. When a pupil has been absent for a protracted period of time and fails to maintain progress commensurate with his group, he is placed in a section where he can receive more help from the teacher and strengthens himself and consequently be restored to the group at whose rate he may progress.

The divisions in 1B at the beginning of the year were made largely according to the Pintner-Cunningham Intelligence Test. The divisions in 1A were based on pupil success in reading as determined by teachers marks. Tests will be given at the end of the semester to determine pupil success. These results may be the bases for further readjustment.

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A Program for Social Science

By Joseph C. Dewey

CHARLES A. BEARD, in his "Whither Mankind" has, without doubt, struck the keynote of the whole problem of social science. Just what is happening in this social world of ours? For a number of years the cry has been to preserve the status quo; to maintain established institutions although admittedly inefficient in many ways. It appears that this condition cannot be maintained much longer. Our present industrial civilization has far outstripped our social development. By large scale production, combinations of various types, and corporate financing, our industrial system has been developed to such a point that even with our present facilities of production, we would be able to produce more than twice as much as we are able to use. And yet in spite of this remarkable industrial development our country (and others as well) is facing a most serious economic crisis. It is a well known fact that millions of wage earners are unemployed. How is one to account for this fact when one is told that there is more money in the savings banks than ever before in our history? It is evident that there is a breakdown somewhere in our economic and social system. It seems patent that "big business" has failed at the job of keeping the wheels of prosperity moving as they should be. In the history of human institutions it is a matter of record that an institution that did not function properly could not long exist. No doubt this will be true of our present institutions.

It seems to this writer that the basis of the trouble at present is that we have not solved properly our social and economic problems. Indeed, we know how to produce large amounts of consumers' goods but we do not yet know how to live together in peace and fairness. In other words we have not yet come to the place where each factor in production can receive its fair share of the produced goods. Let us assume that this should be accomplished over night. There would be a tremendous increase in the purchasing power available with which to buy goods. At present, wealth is concentrated in the hands of a few and this group cannot spend more than a reasonable amount for the things it needs in life. If a total income of \$100,000 were divided into a hundred incomes of \$1000 each, there would be a much greater purchasing power available than if one man had the total amount in income.

In addition to this, when the man with the large income has a surplus left over at the end of the year, all that he can do with this is to invest it, or in other words, to put it into producers' goods. This means that the means of production continues to pile up year after year and the means of consumption cannot keep pace.

What is the reason for the dilemma that we now find ourselves in? It seems to this writer that the whole thing can be traced down to the fact that in the past there was little or no economic or social planning. Men went ahead with a rush in their economic development without in the least suspecting that this very economic development might become a frankenstein that would later devour them. In social planning we have been more careless or indifferent than we have in our economic planning. What are we to do about this situation in which we find ourselves? There can be only one answer. We must begin at once on a long time program of economic and social planning. The discussion of this program shall be the topic discussed in the balance of this paper.

To begin with: Who shall do this planning that we have spoken so glibly about? Certainly not the interested parties who have axes to grind and are interested in protecting their own selfish interests. This planning must be done by those best equipped in the fields of economic and social science, by those men and women who have no axes to grind, no selfish motives to color their decisions.

Such an organization as this has been working on the problem for some time. This group is the committee of the American Historical Association which is made up of the most eminent men in the country in the field of social science, history, economics, and education. The first duty of this committee was to formulate a social and economic program for the country. In other words, this committee must first of all work out just what sort of a social program is wisest and best for the country. In a preliminary report this committee¹ has given us the following as objectives to be obtained if men are to live together more comfortably and happily:

1. Man must be able to modify his physical environment in the best interests of all mankind.
2. Man must be able to modify his social environment in the best interests of all members of society.
3. Man must be able to modify man in the interests of all concerned.

In the case of the first general objective science becomes very important because of the fact that it is only through true scientific achievement that man is able to conquer and

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turn to his own use the forces of nature. Scientific research must be prosecuted continually in order that the scientific facts may be available for man's use. However, this involves social factor as well as economic factors. In order for scientific research to go on there must be money available. And in addition to this there must be social cooperation and communication in order that achievements may be used for the benefit of all.

If man is to be able to modify his social environment, he must understand thoroughly just where our present social conditions need correction. Home relations, group life, group cooperation, institutional solidarity must be investigated and valid principles of group life set forth. Each and every individual must look upon himself as a part of a larger whole and must be willing to do all that he can to advance the interests of the group. In other words, man must become more social than he is at present.

In the case of the third objective, again man must be willing to sacrifice personal desires for the good of the race. In this case we find that man can be best modified by the process of education. Every member of a society must be willing and anxious to provide for all members of the society the best education possible. In addition to this there is the matter of the biological advancement of the race by selective heredity. If the practice of the elimination of the unfit could be accomplished by selective heredity, there is no doubt that one of our greatest social and economic problems would be solved.

The preliminary report of the Commonwealth Committee, which gives a statement of objectives may be cited at this point. This report gives a preliminary statement of objectives as follows:

1. Selective heredity
2. Social conservation
3. Experimental progress
4. Freedom
5. Mutual understanding
6. Team work

As explained above selective heredity means the selection and propagation of only such stock as is mentally and physically fit. It must be our duty to discover which types are best suited for survival and seek by all possible means to see that these types and no others are reproduced. There is no doubt that it is important that we give definite attention to this type of planning if we wish later to escape the onrush of a horde of mediocre and defective people.

If the human race is to continue to advance there must be a definite policy regarding the maintenance of the social heritage of the race. We must seek to preserve and to pass on the good things from the past but we must not overvalue the traditions of the past to such an extent that these traditions prevent the race from making genuine progress. China, once in the foreground in world civilization, is today a very backward nation because she chose to deify the past. Every effort must

be made to maintain the worthwhile contributions of the past but constant effort must be put forth to move ahead to new things as soon as it can be shown that these new ways are better than those of the past. Someone has said, "Be not the first by which the new is tried, nor yet the last to lay the old aside." This illustrated very well the correct point of view in social conservation.

If progress is to be made socially there must be such experimental work done. All institutions and individuals must pursue the method of experiment, retaining that which is worth while and rejecting that which does not work well in actual practice. This means that the press and public opinion will give fair treatment to all innovations in order that they may not be laughed to death before they can gain sufficient strength to exist alone. So often there have been examples of worthwhile ventures that have been ridiculed by the press and public opinion so that they were unable to get a fair start. There must be fair play by the press, and by public discussion if this purpose of experimentation is to be carried on well.

Freedom is a relative term. It is certain that it is not feasible for every one to do just as he pleases all the time. Freedom in its truest sense means that everyone shall have the liberty to develop himself to the best of his ability, that he shall have the right to take part in the government of the group, that he shall have the opportunity to secure a reasonable financial competence. Our institutions must be reorganized on this basis.

The problem of mutual understanding is a most serious one. In the first place there is mutual suspicion between nations. It appears that each nation believes the other nation has designs upon its territory and its trade. Then, again, there is the mutual suspicion which exists between the various classes in society. The children of the working man have certain prejudices against members of the other classes which have been built up in the home. Likewise the children of the business and professional classes have their prejudices. If we are to live together well, our institutions must definitely seek to allay suspicion and distrust by giving to the people the truth. Each group has its good qualities as well as its undesirable ones. The various classes should be brought together and shown that all classes are working for the same ends.

Team-work is very essential to any cooperative enterprise such as living together in a democracy is. Society is made up of interlacing groups whose interests cross each other at many points. Team-work must be the spirit that pervades our social intercourse. We know well in simple matters that in union there is strength but when it comes to social cooperation it seems that we forget it.

Let us assume then that the social science experts have determined what the basic objectives of correct social living are. What is the next step in the program? Assuming that

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If the human race is to continue to advance there must be a definite policy regarding the maintenance of the social heritage of the race. We must seek to preserve and to pass on the good things from the past but we must not overvalue the traditions of the past to such an extent that these traditions prevent the race from making genuine progress. China, once in the foreground in world civilization, is today a very backward nation because she chose to deify the past. Every effort must

be made to maintain the worthwhile contributions of the past but constant effort must be put forth to move ahead to new things as soon as it can be shown that these new ways are better than those of the past. Someone has said, "Be not the first by which the new is tried, nor yet the last to lay the old aside." This illustrated very well the correct point of view in social conservation.

If progress is to be made socially there must be such experimental work done. All institutions and individuals must pursue the method of experiment, retaining that which is worth while and rejecting that which does not work well in actual practice. This means that the press and public opinion will give fair treatment to all innovations in order that they may not be laughed to death before they can gain sufficient strength to exist alone. So often there have been examples of worthwhile ventures that have been ridiculed by the press and public opinion so that they were unable to get a fair start. There must be fair play by the press, and by public discussion if this purpose of experimentation is to be carried on well.

Freedom is a relative term. It is certain that it is not feasible for every one to do just as he pleases all the time. Freedom in its truest sense means that everyone shall have the liberty to develop himself to the best of his ability, that he shall have the right to take part in the government of the group, that he shall have the opportunity to secure a reasonable financial competence. Our institutions must be reorganized on this basis.

The problem of mutual understanding is a most serious one. In the first place there is mutual suspicion between nations. It appears that each nation believes the other nation has designs upon its territory and its trade. Then, again, there is the mutual suspicion which exists between the various classes in society. The children of the working man have certain prejudices against members of the other classes which have been built up in the home. Likewise the children of the business and professional classes have their prejudices. If we are to live together well, our institutions must definitely seek to allay suspicion and distrust by giving to the people the truth. Each group has its good qualities as well as its undesirable ones. The various classes should be brought together and shown that all classes are working for the same ends.

Team-work is very essential to any cooperative enterprise such as living together in a democracy is. Society is made up of interlacing groups whose interests cross each other at many points. Team-work must be the spirit that pervades our social intercourse. We know well in simple matters that in union there is strength but when it comes to social cooperation it seems that we forget it.

Let us assume then that the social science experts have determined what the basic objectives of correct social living are. What is the next step in the program? Assuming that

we know what we wish to put across, how are we to do it? It seems to the writer that the school is the only institution equipped to do the job. This is apparent because the school has no ulterior motives; it sees no difference between children so far as economic or social position is concerned; it tries to give every child the chance to develop to the limit of his ability. The school has no commercial interest; it cares not whether butter or oleomargarine is used; it caters to no special class or group. All in all the school must accept the responsibility for freeing the social groups from the blighting suspicion that has done much to bring about the present social and economic condition.

The school, then, will take the objectives of correct social living as formulated by social science experts, and will with the help of educational experts simplify, reorganize, and make ready for teaching the material needed to put across the program as outlined by the experts. A grave menace to the program at this point is the influence of pressure groups who want this or that thing taught or object to the teaching of this or that item. If the objectives have been made by a national group with a splendid reputation back of them, the schools must insist on teaching the children the truth regardless of all pressure groups. There is no doubt that a large part of our present social and economic troubles may be due to the influence of pressure groups that worked by every possible means in order to advance their own selfish interests. Selfishness is such a factor in this whole problem. The children in the schools must be taught the truth regardless of whose toes are stepped on in the process. Only in this way can we secure an enlightened populace and only with an enlightened social group can we hope to solve the problems under discussion in this paper.

Schools throughout the country have put in courses of study in social sciences, of which the Denver and the St. Louis courses are excellent examples. The following is a list of the proximate objectives that might be set up:

1. To develop an interest, desire, and ability to participate effectively in promoting the welfare of society.
2. To develop a sense of world community.
3. To develop a knowledge of and an appreciation for the contributions of the past but at the same time not to over-emphasize the value of something because it happened to be old.
4. To understand the principles and laws that govern our social and physical environment.
5. To develop the idea of one's country as a nation. To develop an understanding of and an appreciation for our national ideals.
6. To develop a critical attitude toward social institutions.
7. To learn to observe social conditions and to learn to correctly interpret what is observed.
8. To be sympathetic toward the problems of other nations.
9. To understand the relationships, duties, responsibilities, and proper attitudes of members of the school, the home, the church, and community groups.
10. To develop the habit of cooperation.
11. To develop the attitude of fairmindedness.
12. To develop the group spirit, the willingness to sacrifice for the common good.
13. To develop altruism rather than selfishness. This it seems to the writer is basic to so much of social reform.
14. To develop a knowledge of and an appreciation for the achievements of peoples other than our own.
15. To develop an appreciation for the achievements of great men and women.

This list is just a brief one but is given as an example of the sort of objectives that might be set up by the school after the basic objectives have been set up by the social science experts.

After the objectives have been set up for the schools, the next step is the provision of materials and activities by which these objectives may be attained. In the first place, the school is a small society and the children can learn to participate in the affairs of a society by actually doing this in their own small society. Almost all of the problems of the larger society are present in the small school society. The school authorities must at all times play the game squarely with the pupils in order that they develop the right social attitude. It seems that very often children actually develop the wrong attitude in life because they sense that school work is a sham. In the first place then all the cards must be on the table at all times and the children must be gradually led to sense the social problems and to grapple with them just as they would have to do in life outside the school.

In the second place, the children must be encouraged to try to solve the problems that come up in their thinking by recourse to materials that contain information about the problem at hand. They should be shown that often there are differences of opinion, and that in this case the best thing to do is to read both sides of the argument and then decide for oneself which position to take.

In general, in so far as possible, the children should be given practice so as to establish the attitudes and appreciation wanted. Practice as opposed to precept is very potent in establishing the attitudes that are desirable. Suppose that a new boy enters the school, a Mexican boy. It is very probable that a number of the children would try to "high-hat" the boy because he was a Mexican. In this case there is a splendid opportunity to put across to the children the idea of being sympathetic toward other nations.

In brief, then, the program that the writer should propose is as follows:

1. Determination of objectives by social science experts.
2. The preparation by social science experts

and educators together of the proximate objectives in the various grades.

3. The preparation by educators of the materials in form that can actually be used in the school.
4. Extreme emphasis upon social living in the school society.

If this can be done, and if the school authorities can be protected from pressure groups, there is no doubt but that our social science program will be much more effective than it is at present.

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Teacher-Training in Missouri *

Wm. T. Carrington

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Joseph Baldwin's devotion to education and teaching drew many disciples about him. Some of them became apostolic in carrying the message to both the Jew and the Gentile. Thus was education made a profession in Missouri.

A generation ago there was an apparent slipping in the influence of State Normal Schools on education. Their management was restored to the apostolic succession, departments of education were established with great laboratories (training schools) for experimentation and illustration in education, for observation and practice in teaching, to develop art and skill in methods and management.

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Social workers may try to restore the home to its rightful prestige. Religious workers may try to revive the church spirit. Educational workers may try to mold dependable character, but it will take their combined efforts under an inspired leadership to bring back many of the fine things that grew up with over-civilization, such as:

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Smithville Knows

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ANNUAL FOLLOW-UP SURVEY OF THE ACTIVITIES OF THE FIVE HUNDRED ALUMNI OF THE SMITHVILLE HIGH SCHOOL WHO HAVE GRADUATED DURING THE PAST FIFTEEN YEARS

Data Showing How the Five Hundred People Who Have Graduated from Smithville High School Are Now Employed

Occupation	1931-'32	1932-'33	1933-'34
	Basis 400 Per cent	Basis 450 Per cent	Basis 500 Per cent
Home Makers -----	28.50	27.10	27.00
Teachers -----	19.75	13.11	10.00
Farmers -----	11.25	13.11	12.00
Students -----	7.25	5.22	5.20
Unemployed -----	6.25	15.77	11.40
Stenographers & Clerical -----	5.75	6.77	6.00
Laborers -----	4.50	2.66	5.00
CCC -----			2.00
Garage & Filling Station Attendant -----	3.50	1.55	2.40
Registered Nurses -----	1.50	1.66	.60
Salesmen -----	1.50	1.55	.80
Merchants -----	1.50	.44	.60
General Mechanics -----	1.00	.44	.60
Waitresses -----	.75	.66	.60
Carpenters -----	.50	.44	.20
Plasterers -----	.25		
Drug Store Clerks -----	.25	.44	.20
Expert Mechanics -----	.50	.22	.20
Navy -----	.50		
Telephone Operators -----	.50	.44	.40
Beauty Operators -----	.50	.44	.60
Linemen -----	.50	.22	.40
Deliverymen -----	.50	1.11	.40
Commercial Draftsmen -----	.25	.22	.20
Bank Cashier -----	.25	.22	.20
Baker -----	.25	.22	.20
Rural Mail Carrier -----	.25		
Commercial Artist -----	.25	.22	.20
Civil Engineer -----	.25	.22	.20
Doctor, M. D. -----	.25	.22	.20
Soldier -----	.25	.22	.20
Social Worker -----	.25	.22	.20
CWA -----			1.40
Chemist -----	.25	.22	.20
Minister -----	.25	.22	.20
Barber -----	.25	.22	.20
Motion Picture Operator -----	.25	.22	.20
Post Mistress -----	.25	.22	.20
Electrician -----	.25	.44	.40
Maid -----			.20
Ambulance Service -----		.22	.40
Gas Meter Service -----	.25	.22	.20
Dairyman -----	.25	.22	.20
Truck Drivers -----	.50	.66	1.00
Waiters -----	.25	.66	.20
Civil Engineer -----		.44	.20
Hospital Attendant -----		.44	.40
Undertaker -----			1.00
Milling -----			.20
Seamstress -----			.20
Unaccounted for -----			3.60
Deceased -----			2.00

Data Showing the Matrimonial Status of Persons Who Have Graduated From the Smithville High School During the Past Fifteen Years

	1931-'32	1932-'33	1933-'34
No. of graduates married -----	180	213	219
No. of divorces granted -----	10	12	14
There has been 1 divorce for every 16 marriages.			
No. of women graduates marrying non-graduates ---	98	117	121
No. of divorces granted -----	7	0	10
There has been 1 divorce for every 12 marriages.			
No. of men graduates marrying non-graduates ----	26	39	40
No. of divorces granted -----	1	1	2
There has been 1 divorce for every 20 marriages.			
No. of Alumni, both graduates marrying -----	56	57	57
No. of divorces granted -----	2	2	3
There has been 1 divorce for every 19 marriages.			

Data Showing the Number and Tenure of Graduates of the Smithville High School Who Have Entered Teaching During Past Fifteen Years

	1931-'32 Report	1932-'33 Report	1933-'34 Report
No. of rural school teachers -----	84	89	92
No. of elementary teachers -----	12	12	14
No. of high school teachers -----	17	17	19
Total entering teaching -----	113	118	125
No. of terms taught in rural schools -----	290	334	363
elementary schools -----	36	42	56
high schools -----	104	117	133
Total No. of terms taught -----	430	493	552
No. now teaching in rural schools -----	59	49	29
elementary schools -----	9	6	14
high schools -----	17	13	16
Approximate salary of graduates teaching 1933-'34 -----			\$ 45,000
Approximate amount earned by graduates entering teaching during the past fifteen years -----			\$449,000

Data Showing Nature of the Agricultural Work Pursued by Graduates of the Smithville High School

	1932-'33	1933-'34
Total No. of graduates becoming farmers -----	52	62
Total No. of graduates becoming renters -----	42	43
Related Agricultural employment -----	7	10
Farm tenants -----	1	3
Farm owner and operator -----	1	3
Farm laborer -----	1	3

Data Showing the Number of Graduates of Smithville Entering Colleges and Universities; Time Spent in These Institutions Together with the Apparent Effect on Employment

	Number Employed	Number Unemployed	Total
Entering Colleges During past 15 years -----	152	8	160
In College or University ½ yr. -----	20	2	22
In College or University 1 yr. -----	34	2	36
In College or University 2 yrs. -----	30	3	33
In College or University 3 yrs. -----	23	0	23
In College or University 4 yrs. -----	32	1	33
Completing 1 yr. of graduate work -----	6	0	6
Completing 2 yrs. of Graduate work -----	1	0	1
Completing 3 yrs. of Graduate work -----	1	0	1
Total Number of Years Spent by Graduates of the Smithville High School in College or University Work -----			325

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No. of elementary teachers -----	12	12	14
No. of high school teachers -----	17	17	19
Total entering teaching -----	113	118	125
No. of terms taught in rural schools -----	290	334	363
elementary schools -----	36	42	56
high schools -----	104	117	133
Total No. of terms taught -----	430	493	552
No. now teaching in rural schools -----	59	49	29
elementary schools -----	9	6	14
high schools -----	17	13	16
Approximate salary of graduates teaching 1933-'34 -----			\$ 45,000
Approximate amount earned by graduates entering teaching during the past fifteen years -----			\$449,000

Data Showing Nature of the Agricultural Work Pursued by Graduates of the Smithville High School

	1932-'33	1933-'34
Total No. of graduates becoming farmers -----	52	62
Total No. of graduates becoming renters -----	42	43
Related Agricultural employment -----	7	10
Farm tenants -----	1	3
Farm owner and operator -----	1	3
Farm laborer -----	1	3

Data Showing the Number of Graduates of Smithville Entering Colleges and Universities; Time Spent in These Institutions Together with the Apparent Effect on Employment

	Number Employed	Number Unemployed	Total
Entering Colleges During past 15 years -----	152	8	160
In College or University ½ yr. -----	20	2	22
In College or University 1 yr. -----	34	2	36
In College or University 2 yrs. -----	30	3	33
In College or University 3 yrs. -----	23	0	23
In College or University 4 yrs. -----	32	1	33
Completing 1 yr. of graduate work -----	6	0	6
Completing 2 yrs. of Graduate work -----	1	0	1
Completing 3 yrs. of Graduate work -----	1	0	1
Total Number of Years Spent by Graduates of the Smithville High School in College or University Work -----			325

Chart Showing the Number of Graduates of the Smithville High School Who Are Employed in Clerical Activities, with Approximate Salaries for the Year of 1933-'34

	Number Employed	Average Salary	Total Earnings
Stenography -----	11	\$ 550	\$ 6,050
Bookkeeping -----	9	900	8,100
Clerkships -----	5	1,000	5,000
General Clerical Work -----	6	500	3,000

Total Earnings 1933-'34 -----\$22,150

Note: The Smithville High School's commercial curriculum contains the following commercial courses: (1) Typing, Commercial Law, Business Arithmetic, Stenography I, Stenography II, Bookkeeping and Business English.

CONCLUDING STATEMENTS

The test of the efficiency of an educational institution can best be determined by studying the lives of the persons it has graduated. The foregoing presents a limited picture of the activities of the graduates of the Smithville High School during the past fifteen years.

Obviously, the largest percentage of our graduates have assumed the responsibilities of home making. It is evident that in this field greater effort should be exerted in the training of our young people.

An unusually large percentage of the graduates of the Smithville High School have entered college. The percentage of failures in this division has been very small during the past seven years. Apparently, any degree of college training has greatly assisted our former graduates in securing employment. Consequently, preparation for college entrance should receive major emphasis in the curricula of the Smithville High School.

There has been a pronounced decline in the number of graduates entering teaching. The number of graduates teaching in the elementary and high school fields have increased. The decline has been strictly in the rural school teaching field.

The Vocational Agriculture curriculum in

the Smithville High School has proved pronouncedly valuable. It has not only improved the agricultural practices in the community, but has greatly dignified the occupation of farming.

The Commercial curriculum in the Smithville High School has more than justified its continuance as a major part of the high school program.

In this study of the lives of the five hundred people who have graduated from the Smithville High School during the past fifteen years, we have been unable to find any evidence to indicate that secondary education in Smithville has a tendency to stimulate criminal reaction in the lives of the students. None of the graduates of the Smithville High School have ever served in penal institutions. None of the graduates of the Smithville High School, during the past fifteen years, have been convicted of crime, nor is there any evidence to show that any graduate of the Smithville High School has ever been called upon to justify his reaction in a court of justice. Consequently, this community has enjoyed unusual return for the money it has expended in advancing secondary education in Smithville.

THE VERGE AVERTABLE

AS A CHILD, I recall, I went wading.
Carefree, irresponsible, I ventured
Farther, and yet farther, into the stream
'Til the treacherous depths of a "jump-off"
Perilously near, clutched at my childish feet
And taught to me, blanched as I was with fear,
A profound respect for the panic known
To those who imprudently have wandered
Out on the brink, the very edge of things!

As a teacher I entered a class room.
Interested, wholly sincere, I taught
The rudiments of an exact science.
Led on by the queries of the group
I ventured farther, and yet still farther,

'Til an especially pregnant question
Startled, and filled me with terror more stark
Than childish fear. I found I had not learned
The early lesson of the brink of things.

The narrow mountain path which dizzily
Skirts the canyon's rim, the chuck-hole of the
Pleasant, placid stream, are nature's hazards
To which we must submit. One's knowledge
need not
Be circumscribed; the horizon may be
Ever expanding, the brink ever pushed back!

Lloyd W. Welden,
Maplewood, Missouri.

Contest in Translating Horace

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Below is a copy of the regulations of the contest, also a copy of the ode with notes which may be used by the contestants in case no other text is available.

Address all inquiries or requests for further information about the contest to (Miss) Olena Adams, Chairman

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Jefferson City Senior High School

Jefferson City, Missouri

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The following Ode has been selected by the State jury for Missouri contestants:

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Septimī, Gādēs aditūre mēcum et
Cantabrum indoctum iuga ferre nostra et
barbarās Syrtēs, ubi Maura semper
aestuāt unda.

Tībur Argēō positum colōnō
sit meae sēdes utinam senectae
sit modus lassō maris et viarum
militiaeque

Unde si Parcae prohibent inīquae
dulce pellītis ovibus Galaesī
flūmen et regnāta netam Lacōnī
rūra Phalanthō

ille terrārum mihi praeter omnēs
angulus ridet, ubi nōn Hymettō
mella dēcēdunt viridique certat
bāca Venāfrō:

vēr ubi longum tepidāsque praebet
Iuppiter brūmās, et amīcus Aulon
fertili Bacchō minimum Falernīs
invidet ūvīs

ille tē mēcum locus et beātae
postulant arcēs: ibi tu calentem
dēbitā sparges lacrimā favillam
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OUR RURAL SCHOOLS

By Miss Ada Boyer

TEACHER-INTEREST—THE KEYNOTE OF SUCCESSFUL TEACHING

I NTEREST IS the keynote of all successful teaching. Consider the superior teachers you have known and whether they were in kindergarten or college, interest in their chosen profession was the one essential characteristic which led them on to successful work. Academic knowledge, training in methods, personal appearance, charming personality and all other desirable traits cannot bring success if the teacher is not wholesomely, humanly interested in her people, her pupils, and her work.

Interest will lead the teacher to become acquainted with the needs, the peculiarities and the prejudices of her people. An advertising man knows his products and his customer's demands; doctors know a headache may mean various diseases; girls in beauty parlors know much about the human body; newspaper men recognize their public. Then why not teachers? The teacher whose reply to criticism is "I'm running this school" is ignoring some pertinent facts. None is "running a school." Good teachers are leading, guiding, directing, encouraging, helping. The school is the public's and we are public servants, paid to render certain services, and so long as we can do so without becoming servilely obedient, we should render these services gladly, willingly, freely.

Interest will make us see that we must give as much to our people as do those in other work. Should the man at the ticket window treat our questions as do some college advisers, that man would have no job; if just once the manager of a chain store would treat a puzzled buyer as we have been treated over our inability to select college courses, that manager would be quietly dismissed. We who have had experience with over-educated instructors who have forgotten they were public servants should avoid their attitude. Yet we in our lesser way often make the same mistake, although there is nothing brings us nearer success than the ability to be courteous, accommodating, and reasonably willing to listen to suggestions.

Interest, however, does not demand that the teacher cater to everyone. Every human being has the right to be firm when a question of right or wrong arises. The person who refuses to take a definite stand on such ques-

tions can not attain a very great place as a leader, for others must know what she thinks before following her. There are any number of times when a teacher must take a firm stand, quietly if possible, but emphatically if necessary. Shall a schoolhouse be voted open? Shall 4-H club work be done in the face of opposition? Shall we have a P-T-A? What shall we do about consolidation? New buildings? Needed supplies? Matters of little importance can be ignored; but questions of vital importance must be settled definitely if one would render worthwhile services.

While interest will cause a teacher to do all she can for the good of her district, it will also keep her from taking part in petty squabbles which have no connection with her work: family troubles, neighborhood disagreements, church quarrels, school wrangles left from last term. These are no concern of hers, and being drawn into them will cost her most of her influence. Every school district has its nonsensical feuds. Its never-to-be-forgotten quarrels, its ancient tales of trouble. Such things have no part in our work and the less attention they receive, the better for all concerned.

In the schoolroom, interest demands that the teacher avoid favoritism. One university instructor advocates giving all time and training to the normal and superior child; some advocate giving time to the inferior child and letting the superior student do his work unsupervised. Neither is just, for we are employed to teach the entire group, and every child should have as much individual attention as he can be given and he is capable of profitably receiving. Work varies from year to year, teachers change, children change; the child rated dull one year is often a superior student under another's guidance. No graver mistake can be made than to neglect either the superior or inferior child. Each should know he excels in some work; each should know he has some difficulty to overcome. The schoolroom is no place to grow superiority and inferiority complexes, for the home furnishes a super-abundance of both. Interest in the needs of the children will keep a teacher from making a difference in her teaching and will lead her to give to each what she is paid to give: an equal distribution of her time.

While no human being can ever hope to become expert in all the various phases of rural work, one can at least give enough time and attention to the teaching to make it superior. Hence another angle of interest causes the teacher to be prepared on the subject matter in each lesson before she presents it. All the college credit available will not fit one to present a lesson; a few minutes preparation—actual study of the text—will fit one admirably. This means extra time and extra effort, but the returns are so great there should be no hesitation about giving both gladly. The inferior teacher says boldly, "I'm not paid to do that." Since we draw a salary which is as large as that drawn by those working from seven o'clock until five each day, six days a week, surely we are, in a way, paid in dollars and cents. Satisfaction in work well done is an even greater reward and one that remains long with us.

Another demand made upon those interested in the work is that the teacher possess the highest type of honesty, for we wish to succeed and no success ever came through dishonesty. "Oh, I bluffed through that class" betrays the stupid teacher, for the intelligent person knows the bluffer fools no one but himself. Our work calls for uprightness, high honor, all sincerity, true respect for those ideals which have come to us through the ages. The wise teacher does not pretend to know what she does not know nor does she pretend to be what she is not. Others estimate our true worth quickly, and any pretense costs us our influence and, more often than teachers realize, it also costs us our positions.

Still another phase of interest demands that the teacher study the problems of both pupil and parent. Few young teachers have missed the harassing experience of meeting the irate mother. To some this is heart-breaking and discouraging; to others it is a jest which be-

trays the teacher has not a glimmering of an idea that perhaps the mistake was hers. When things become serious enough for the average mother to make an irate call at school, there is usually some grave misunderstanding, and it should be corrected courteously, although at times this means the teacher must recognize her error, confess it frankly and correct it while still maintaining her role as leader. Usually the older teacher does not have this experience with the irate parent, for she has acquired that almost unconscious dignity which builds an effective barrier between her and the mother. Wise is she if she can remove the barrier, give the parent a chance for frank talk and criticism, confess her fault and correct it. This, of course, eliminates the fault-finding mother whom no one can please and who wants the school taught just for her child. Happy relations can be maintained between the pupil, parent, and teacher if the teacher can bring to her work a sincere regard for those with whom she must associate.

The more one knows of rural schools, the more she becomes convinced that it offers a wide field of service; and interest alone will not carry one through year after year successfully, but it can pave the way for much good work: It is interest that supplies poverty-stricken children with the things they need for regular attendance, interest that plans holiday fun, a party or two, a band and a club; interest that adds new equipment to a school and arranges work so this equipment can be used best; interest causes one to give individual pupils enough attention to correct speech defects; interest trains them in the rudiments of politeness, starts them on the road to good English, guides them in acquiring right health habits, ingrains in them a love for high ideals of truth, honor and wisdom but best of all, interest in her work is what keeps a teacher ready to make each day a glorious adventure in teaching.

CONTEST IN TRANSLATING HORACE—Continued from page 53

- ablative of agent is often found with past participles and gerundives.
- Line 7. *modus*—the genitives go with *modus*—"a limit" and *lasso*—"tired of" or "having had enough of". This is an extension of the partitive genitive.
- Line 10. *pellitis ovibus Gallaesi*—the *Gallaesus* was a river near *Tarrentum* whose rich pastures supported sheep whose wool was so valuable that they were "covered with skins" (*pellitis*) to protect it from injury.
- Line 11. *regnata Phalantho*—"ruled over by *Phalanthus*"—see note on line 5 for case.

- Line 14. *angulus terrarum*—signifies not merely a corner of the world but a place for retirement.
- non Hymetto mella decedunt*—"The honey does not give way before (that of) *Hymettus*". This idiom which omits the pronoun is called *comparatio compendiaria*—(taking a short cut). Compare *baca Venafro* in line 16.
- Line 16. *baca*—the berry of the olive.
- Line 22. *Calentem*—It was customary to sprinkle the ashes with perfumes and wine as they were removed from the pyre to the urn. Hence "the homage of a tear."



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Another demand made upon those interested in the work is that the teacher possess the highest type of honesty, for we wish to succeed and no success ever came through dishonesty. "Oh, I bluffed through that class" betrays the stupid teacher, for the intelligent person knows the bluffer fools no one but himself. Our work calls for uprightness, high honor, all sincerity, true respect for those ideals which have come to us through the ages. The wise teacher does not pretend to know what she does not know nor does she pretend to be what she is not. Others estimate our true worth quickly, and any pretense costs us our influence and, more often than teachers realize, it also costs us our positions.

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trays the teacher has not a glimmering of an idea that perhaps the mistake was hers. When things become serious enough for the average mother to make an irate call at school, there is usually some grave misunderstanding, and it should be corrected courteously, although at times this means the teacher must recognize her error, confess it frankly and correct it while still maintaining her role as leader. Usually the older teacher does not have this experience with the irate parent, for she has acquired that almost unconscious dignity which builds an effective barrier between her and the mother. Wise is she if she can remove the barrier, give the parent a chance for frank talk and criticism, confess her fault and correct it. This, of course, eliminates the fault-finding mother whom no one can please and who wants the school taught just for her child. Happy relations can be maintained between the pupil, parent, and teacher if the teacher can bring to her work a sincere regard for those with whom she must associate.

The more one knows of rural schools, the more she becomes convinced that it offers a wide field of service; and interest alone will not carry one through year after year successfully, but it can pave the way for much good work: It is interest that supplies poverty-stricken children with the things they need for regular attendance, interest that plans holiday fun, a party or two, a band and a club; interest that adds new equipment to a school and arranges work so this equipment can be used best; interest causes one to give individual pupils enough attention to correct speech defects; interest trains them in the rudiments of politeness, starts them on the road to good English, guides them in acquiring right health habits, ingrains in them a love for high ideals of truth, honor and wisdom but best of all, interest in her work is what keeps a teacher ready to make each day a glorious adventure in teaching.

CONTEST IN TRANSLATING HORACE—Continued from page 53

- ablative of agent is often found with past participles and gerundives.
- Line 7. *modus*—the genitives go with *modus*—"a limit" and *lasso*—"tired of" or "having had enough of". This is an extension of the partitive genitive.
- Line 10. *pellitis ovibus Gallaesi*—the *Gallaesus* was a river near *Tarrentum* whose rich pastures supported sheep whose wool was so valuable that they were "covered with skins" (*pellitis*) to protect it from injury.
- Line 11. *regnata Phalantho*—"ruled over by *Phalanthus*"—see note on line 5 for case.

- Line 14. *angulus terrarum*—signifies not merely a corner of the world but a place for retirement.
- non Hymetto mella decedunt*—"The honey does not give way before (that of) *Hymettus*". This idiom which omits the pronoun is called *comparatio compendiaria*—(taking a short cut). Compare *baca Venafro* in line 16.
- Line 16. *baca*—the berry of the olive.
- Line 22. *Calentem*—It was customary to sprinkle the ashes with perfumes and wine as they were removed from the pyre to the urn. Hence "the homage of a tear."

STATE AID—Continued from page 14**PRINCIPLES UNDERLYING STATE AID**

While the principal purpose of this discussion is to present facts relative to the several proposals for extricating the public schools of the state from the financial difficulties with which they have been struggling for the last few years, and not to advance arguments for or against any proposal, failure to point out the implications of the facts presented probably would be reprehensible. Consequently, an evaluation of these proposals will be undertaken in the light of pertinent facts and the basic principles of state aid.

The courts have repeatedly held that education in the United States is a state function, but that fact does not necessarily imply state support, since a state may properly delegate powers to local communities. If in any state all wealth were represented by tangible property, and that property were evenly distributed among the several communities of the state, then complete local support of schools would be justifiable. But such conditions do not now exist anywhere in this country. Much of the wealth in every state is represented by something besides tangible property, and all classes of wealth are unevenly distributed among local communities. By reason of the diversified forms in which wealth now exists, it is no longer desirable to make the owners of tangible property bear the entire burden of taxation for any purpose. Furthermore, community taxation of anything except tangible property is not generally feasible. Consequently, the state must contribute to school support in order to remove part of the burden from the owners of tangible property and equalize to some extent the ability of communities to support schools. Hence, the two basic principles of state aid, the equalization principle and the equitable tax principle.

The equalization principle requires that the state give to relatively poor communities enough aid to enable them to maintain schools comparable in some degree to the schools wealthier communities can maintain without state aid, on the assumption that both classes of communities levy the same local tax for school support. Equalization aid is justified on the ground that the entire state is interested in the education of children living in every community. Wealthy communities maintain their population only by drawing constantly from the surplus in poorer communities. Population statistics prove that the birth rate in large urban centers, which are the principal centers of wealth, is never high enough to maintain existing population levels, while the birth rate in relatively poor and more sparsely settled communities is more than sufficient to maintain existing population levels. Hence, for their own protection, urban centers of wealth must contribute to school support in rural communities where wealth is scant. Because of its importance to society in general, the equalization principle probably should always take precedence over the equita-

ble tax principle in the distribution of state aid.

The equitable tax principles requires that a part of the funds for public school support come from some other source than a tax on tangible property. Since taxation by local communities of anything except tangible property is not generally feasible, the only way to apply the principle is through the payment of state aid with money not derived from a tax on tangible property. For the reason that most of the money going into the school moneys fund has come from sources other than a tax on tangible property, all state aid in Missouri conforms, in some degree, to the equitable tax principle. In a strict sense, however, the application of the principle requires the granting of state aid in amounts sufficient, not merely to supplement maximum local taxes to the point where schools can be maintained, but to bring about a reduction from the maximum in local tax levies.

For equalization purposes only, a smaller amount of money is required than is necessary if heed is to be given to the equitable tax principle also. However, for purely equalization purposes in Missouri under present conditions, a considerably larger sum would be required than is now available in the school moneys fund, assuming a reasonable tax rate and an adequate teaching unit guarantee. Close adherence to both of the principles that have been mentioned certainly would require an amount no less than the amount necessary to finance in full the 1931 law in its present form. The policy of extending state aid to the point where the equitable tax principle is operative to a considerable degree is one that should be given careful consideration at a time when the tax burden weighs heavily on the owners of tangible property.

EVALUATION OF PROPOSALS**1. Full Payment Under the 1931 Law**

In entering upon a further discussion of the four proposals that already have been given some consideration, it seems advisable to consider first the suggestion for full payment of the guarantees under the 1931 law. In the framing of that law, consideration was given primarily to the two basic principles of state aid, the equalization principle and the equitable tax principle. Consequently, on the basis of the apportionments made for the current school year, all high school districts in the state, except ten, and all rural districts, except 922, would have the same amount per teaching unit with which to maintain schools, on the basis of a 20 cent local school tax, if the state paid the apportionments in full. The ten high school districts and most of the 922 rural districts would have more per teaching unit than the other districts, for the reason that the yield of a 20 cent tax, plus the amounts received from other sources than state aid, would exceed the amount per teaching unit guaranteed the other districts. In

the case of a few rural districts this may not be true, since they may have failed to qualify for equalization aid because of low average daily attendance of pupils or their failure to levy a tax of at least 20 cents per \$100 for school support. The high school districts to which the equalization principles does not extend include St. Louis, Kansas City, University City, Clayton, North Kansas City, and five small communities, in all of which per capita wealth is relatively great. The rural districts likewise are, for the most part, relatively wealthy. To all of these districts aid is given on the basis of the number of teachers employed and the number of pupils in average daily attendance, in accordance with the equitable tax principle. Consequently, if the state were paying its guarantees in full, the schools of the state would be financed in strict accordance with the basic principles of state aid.

A partial payment of the state's obligation under the 1931 law, however, renders the equalization principle entirely inoperative, since districts that qualify for equalization quotas may be left with radically different amounts with which to maintain their schools. A comparison of two districts that maintain one-room schools will make the point clear. District No. 25 in Audrain County was this year given an equalization apportionment of \$168, while District No. 56 in St. Clair County was given an equalization apportionment of \$620. If both apportionments were paid in full, each district would have \$750 with which

to maintain a school, including the yield of a 20 cent tax. If sixty per cent of the apportionment to each district remains unpaid, and that seems likely to be the case, then the Audrain County district loses \$100.80, while the St. Clair County district loses \$372. The Audrain County district has \$641.20 with which to maintain a school, and the St. Clair County District has \$378, on the assumption that neither increases its local levy above 20 cents. Even if the St. Clair County district increases its levy to the constitutional limit, 65 cents on the \$100, it can raise only an additional \$135.27. It then has only \$507.27 with which to pay for its school. The equalization principle is evidently not operating here.

2. Old Aid Laws at Variance with Equalization Principle

A return to the aid laws in force prior to 1931 would be no more in accord with the equalization principle than partial payment of guarantees under the 1931 law. Under the old rural aid law any district maintaining a one-room rural school, and having an assessed valuation of \$75,000 or less, could, by levying a 65 cent tax for school support and meeting other requirements, qualify for state aid up to \$300. Consequently a district with an assessed valuation of \$75,000 could make available for school purposes a total of \$827.50, since it was permitted to pay its teacher a maximum of \$640 and use the yield of a 25 cent tax for incidental purposes. Such a tax would yield \$187.50, and this added to \$640 gives the \$827.50. A district with an assessed

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The special aid given to consolidated districts under the old laws tended to produce similar inequalities among high school districts, since many of them could not meet the requirements for consolidation. It seems unnecessary to go into detail in this connection, however, since enough has already been said to show what a return to the old laws would mean.

3. The 40 Cent Tax Proposal in Relation to the Basic Principles of State Aid

If full payment of the apportionments under the plan could be absolutely assured, a change to the 40 cent tax base would be preferable to a continuation of present conditions, despite the fact that the change would go counter to the equalization principle to a considerable degree. The apportionments to districts that qualify for either teacher and attendance quotas or special consolidated aid under the 20 cent plan would not be affected by a change to the 40 cent plan. Consequently, the districts qualifying for such apportionments would receive the same amount of money through full payment of all apportionments under the 40 cent plan as they would receive through full payment of all apportionments under the 20 cent plan, while the districts qualifying for equalization quotas would receive considerably less. The evils inherent in fractional payments, however, would be removed; and for that reason, the change would be generally advantageous. The danger lurking in the proposed change is that apportionments might not be paid in full, in which case the evils resulting from fractional payments would still persist. Moreover, money would be taken from the communities of moderate wealth and given to the communities of great wealth, as is shown in Table 3.

From the standpoint of equalization only, most of the objections to this plan would be removed if the change in the tax base were accompanied by changes in the provisions for aid to consolidated districts and districts receiving aid on the teacher and attendance basis, so that their apportionments would be reduced in approximately the same degree as apportionments to districts qualifying for equalization aid, and by such a change in the provisions, for the payment of high school tuition as would equalize the tuition burden of the sending districts. From the equitable tax standpoint, however, the plan would still be less desirable than the plan it would re-

place, since the possibilities for local tax reductions would be lessened greatly.

4. The Emergency Fund Proposal

Regardless of the plan that may be adopted as a permanent policy, the proposal that suggests the creation of an emergency fund to be used in extending special aid to those districts that are handicapped most by the state's failure to meet in full its obligations under the 1931 law is a necessary measure for meeting immediate needs. Under this plan no district would receive less money than it is now receiving, nor would any district receive more money except for a valid reason, since the emergency fund would come from some other source than the school moneys fund. Furthermore, this plan would insure to every district in the state enough money to maintain school for the required length of term, but at a much lower cost level than that provided for in the 1931 law. This cannot be said of any of the other proposed plans, except on the assumption that the state's obligations would be paid in full under either the 20 cent tax plan or the 40 cent tax plan.

The fact should be emphasized, however, that the emergency fund proposal was not suggested as a substitute for any other proposal, but merely as a temporary supplement to the proposal for full payment of the state's obligation under the plan now in use or whatever plan may replace it. As such it has merit; as a permanent plan, it is open to serious objections.

CONCLUSION

In the light of pertinent facts and the basic principles of state aid, the three proposals discussed as permanent plans for improving the present financial status of the public schools of Missouri seem to rank in the following order:

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The adoption of this last proposal is as inconceivable and as undesirable as a continuation of the present dilemma. Consequently, the other two proposals are the only ones discussed that are deserving of serious consideration. The adoption of either of these proposals, however, would not remove the necessity for the emergency relief proposal, at least for the current school year.



Miss Bernice Beggs, Editor

Playthings

SOMETIMES my mother lets me take
A quilt she's going to throw away;
It's awful nice to have, to make
A tent where we can play.

And then sometimes we find a skirt
My mother thinks is all worn out,
And we can drag it in the dirt
And walk like ladies all about.

We children have a lot of fun
With things the grownups throw away;
We find a use for every one
And like them for our play.

Myrtle G. Burger,
Washington, Mo.

That Sorry Spot Inside

WHEN I am bad I always have
A sorry spot inside,
That makes me sick so I can't eat,
And takes away my pride.

I'd like to cry and cry and cry,
Just like girls always do,
But folks would call me "sissy" then,
Tho it would not be true.

So I just hunt up mother dear,
And tell her I was wrong.
Then all at once I'm happy 'cause
That sorry spot is gone.

Alphabelle Daily,
Kirkville, Mo.

Of Course There Are Fairies—

ONE SANDMAN never could throw all that
sand

To send so many children's eyes to dreamland.
Who else could make Baby Brothers grow
In cabbage plants that live in a row?
And after a shower just quick as an eye
Fairies make a Rainbow-Bridge across the sky.
Just only Fairy-folk could ever squeeze
Inside a red watermelon to put in the seeds.
Fairies must have measured me from my toe
to my cap

Because I exactly fit in my own Mother's lap.

Mary A. Hart,
Valley Park, Mo.

When You Grow Little and I Grow Big—

I CAN'T climb trees—
Because it looks like rain.

I can't eat candy
It will give me a pain.

Can't go to school
I'm not quite six.

Won't play with dolls
They're too hard to fix.

Just sit in a chair
And look at the sky—

Don't spose you'd care
If I'd even die!

When you grow little
And I grow big

I'll 'muse my child
And not be a prig.
Mary Hart,
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My Book Shop

I'M GOING to have a book shop
Some day—I am indeed.
With cosy corners where the kids
Can sit around and read.

There won't be any goggerfies
Or histories so dry.
I'll fill my shop with fairy tales,
The best that one can buy.

And there won't be a sign that reads:
"You must not make a noise,"
Because my little book shop will
Be for the girls and boys.

And when they tire of reading I
Will serve them cakes and tea.
Now won't you be one of my guests?
Drop in and call on me.

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Tho it would not be true.

So I just hunt up mother dear,
And tell her I was wrong.
Then all at once I'm happy 'cause
That sorry spot is gone.

Alphabelle Daily,
Kirkville, Mo.

Of Course There Are Fairies—

ONE SANDMAN never could throw all that
sand

To send so many children's eyes to dreamland.
Who else could make Baby Brothers grow
In cabbage plants that live in a row?
And after a shower just quick as an eye
Fairies make a Rainbow-Bridge across the sky.
Just only Fairy-folk could ever squeeze
Inside a red watermelon to put in the seeds.
Fairies must have measured me from my toe
to my cap

Because I exactly fit in my own Mother's lap.

Mary A. Hart,
Valley Park, Mo.

When You Grow Little and I Grow Big—

I CAN'T climb trees—
Because it looks like rain.

I can't eat candy
It will give me a pain.

Can't go to school
I'm not quite six.

Won't play with dolls
They're too hard to fix.

Just sit in a chair
And look at the sky—

Don't spose you'd care
If I'd even die!

When you grow little
And I grow big

I'll 'muse my child
And not be a prig.
Mary Hart,
Valley Park, Mo.

My Book Shop

I'M GOING to have a book shop
Some day—I am indeed.
With cosy corners where the kids
Can sit around and read.

There won't be any goggerfies
Or histories so dry.
I'll fill my shop with fairy tales,
The best that one can buy.

And there won't be a sign that reads:
"You must not make a noise,"
Because my little book shop will
Be for the girls and boys.

And when they tire of reading I
Will serve them cakes and tea.
Now won't you be one of my guests?
Drop in and call on me.

Alphabelle Daily,
Kirkville, Mo.

Snowman

MY SNOWMAN is so very bold
He seems to like the stinging cold
The cracking wind and biting frost
Only make this queer man laugh.

But when the sun came up that day,
And quietly round my snowman played
He looked so very full of fear,
And turned at last to drops of tears.

So when the kind sun shone again,
My snowman turned to drops of rain,
And when I went out with him to play
Into the gully he ran away.

Florence Soden,
Maplewood, Mo.

For Boys and Girls

AH ME, the winter time is here,
And with it come the days so drear,
The grass has turned all sere and brown,
And from the chimneys round the town
The blue smoke curls.

Then sparkling snow begins to fall,
And very soon it covers all,
And then the gray just goes away,
And it's a lovely winter day
For boys and girls.

Alphabelle Daily,
Kirksville, Mo.

NOTES AND COMMENTS

A TRIBUTE

By O. J. Mathias

FOR THE PAST twelve years it has been our good fortune to have been closely associated with Dr. Tate. Daily we have heeded his wise council in the management of an institution which he loved and to which he gave his service for the past 27 years as a member and officer of its Board of Education, The Hancock Place Public Schools.

During these twelve years there has gradually wound about our heart the golden threads of a true friendship. Today there is a void there and if there could be such a void in the heart of a friend how much deeper must be the wound in the heart of his bereaved family. But we have this consolation, It Was Thy Will, therefore It Must Be Well.

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He walked A Prince Among Men,

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He watched the processions of men go by with their joys and vicissitudes.

"He lived in a house by the side of the road

And was a friend of man."

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Farewell, Thou friend of children,
Fare-thee-well, my friend.

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Representatives were appointed from eight districts of the state. These districts represent the sections wherein each of the state teachers colleges is located; and also from St. Louis, Kansas City and St. Joseph districts. These representatives are meeting with the directors of their districts and plan to help make the permanent organization a success.

If any director in the state has ideas that he would like to have incorporated in the constitution it would be wise for him to send them to the President (Clarence J. Best, High School, Webster Groves, Missouri). Send them as soon as possible and by all means be in Jefferson City, Sunday, January thirteenth, 1935, at one o'clock.

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By Ada M. Elliott, President, Missouri Library Association

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Librarian's graduate library school life certificate	1
Librarian's professional life certificate	229
Librarian's professional five-year certificate	85
Librarian's professional three-year certificate	43
Library workers one-year certificate	19

Total 377

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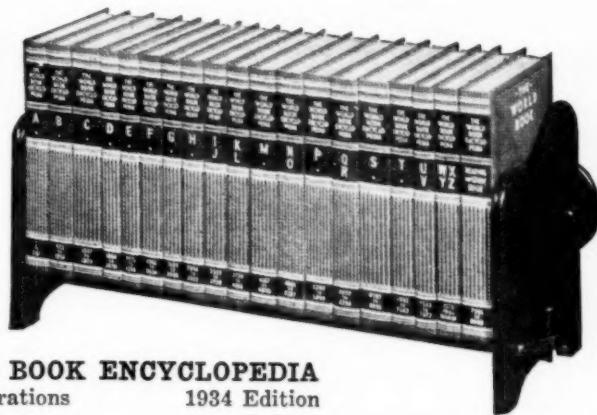
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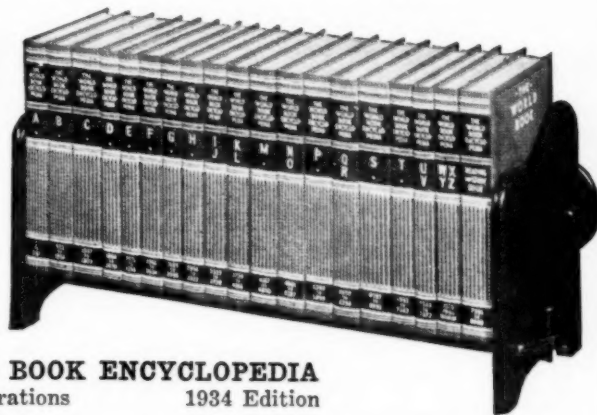
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will be filled by persons who have library certificates or by those who will be able to qualify for the proper grade certificate in a reasonable time.

The American Library Association has recommended that every state should have a law requiring certification of librarians, as a means of improving library service through raising the standards of library personnel and preventing the appointment of unqualified persons.

The State Library Planning Committee has recommended to the State Planning Board that a law be enacted requiring all librarians employed in public and institutional libraries supported by taxation to obtain certificates of qualification.

N. E. A. DEPARTMENT OF SECONDARY EDUCATION

The Department of Secondary Education of the National Education Association is now beginning its fourth year's active work since its reorganization at the convention of the National Education Association at Los Angeles in 1931. The 1934 meeting of the department in Washington, D. C., was devoted to the general theme, *The High School and The Community*. In addition to the two general sessions there were round table conferences in the following subjectmatter fields: ancient languages, art, business education, English, health and physical education, industrial education, mathematics, modern languages, music, science instruction and social studies. Each of these conferences discussed the contribution of the respective subjectmatter fields to the life of the community.

A comprehensive report of this entire meeting has been published in the September issue of *Secondary Education* which goes to all members of the department.

Membership in the Department of Secondary Education is open to all teachers in junior and senior high schools and junior colleges. The membership fee is one dollar per year. The bulletin, *Secondary Education*, is published five times a year, each issue consisting of approximately forty pages. Single copies of the bulletin may be secured at 25c each.

Secondary school teachers are invited to write for complete information to the Department of Secondary Education of the National Education Association, Room 1901, 130 W. 42nd Street, New York City.

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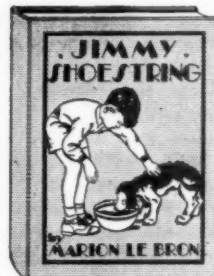
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A comprehensive report of this entire meeting has been published in the September issue of *Secondary Education* which goes to all members of the department.

Membership in the Department of Secondary Education is open to all teachers in junior and senior high schools and junior colleges. The membership fee is one dollar per year. The bulletin, *Secondary Education*, is published five times a year, each issue consisting of approximately forty pages. Single copies of the bulletin may be secured at 25c each.

Secondary school teachers are invited to write for complete information to the Department of Secondary Education of the National Education Association, Room 1901, 130 W. 42nd Street, New York City.

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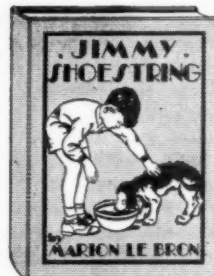
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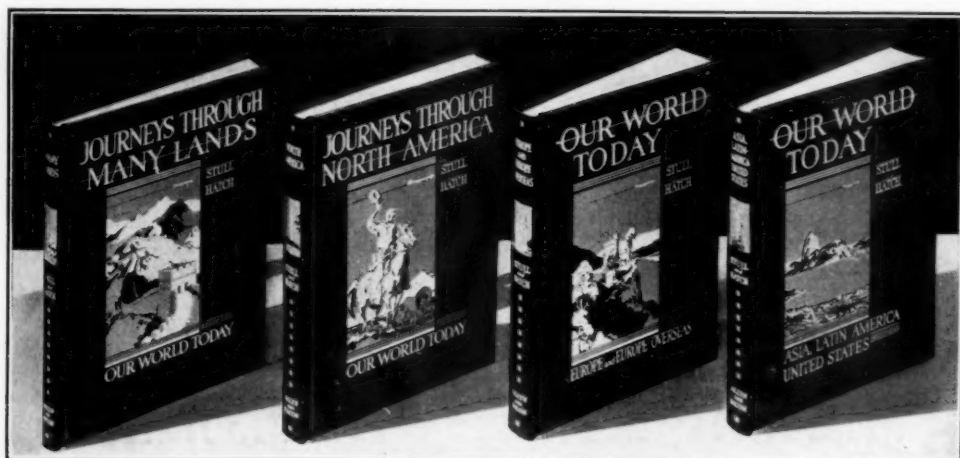
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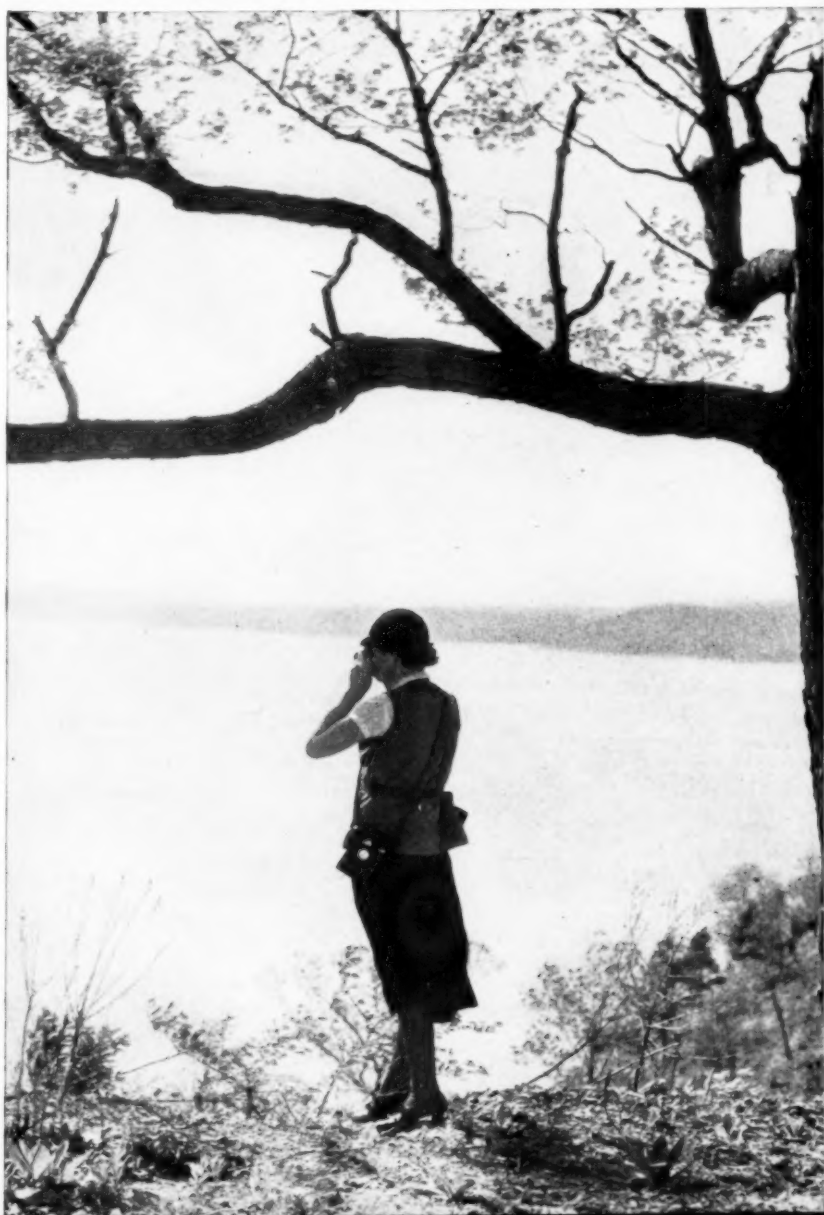
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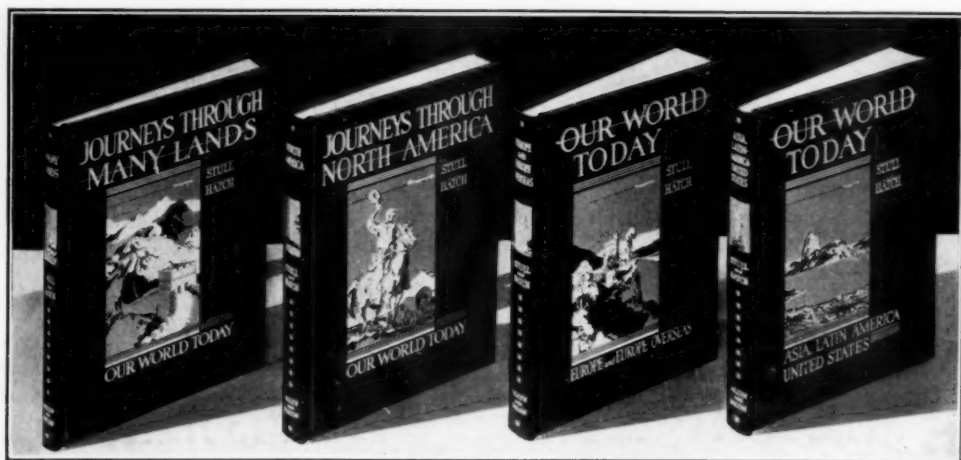


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M. STATE TEACHERS ASSN.
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